DOCUMENT RESUME

ED 300 985 EC 211 280

AUTHOR	Tindall, Lloyd W.; And Others
TITLE	Partnerships in Business and Education: Helping Handicapped Students Become a Part of the Job Training Partnership Act.
INSTITUTION	Wisconsin Univ., Madison. School of Education.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	86
CONTRACT	029KH30229
GRANT	G008302551
NOTE	711p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF04/PC29 Plus Postage.
DESCRIPTORS	Adult Education; Agency Cooperation; Career Education; Competency Based Education; Coordination; *Disabilities; Economically Disadvantaged; Employment Potential; Employment Programs; *Federal Legislation; Job Skills; *Job Training; Minimum Competencies; School Business Relationship; Secondary Education; Teacher Education Curriculum; *Vocational Rehabilitation; Youth Opportunities
IDENTIFIERS	*Job Training Partnership Act 1982

ABSTRACT

The manual provides information on how to help handicapped youth participate in the Job Training Partnership Act (JTPA). Section I describes the nature of the JTPA, whose purpose is to establish programs to prepare youth and unskilled adults for entry into the labor force and to provide job training for economically disadvantaged individuals and others in special need of such training to obtain productive employment. The meaning of JTPA for handicapped youth, working with a private industry council, and business/industry collaboration are also discussed. Section II focuses on enhancing JTPA programs through partnerships and agreements, and developing JTPA performance-based proposals. Section III discusses the youth competency systems mandated by JTPA legislation, giving examples currently in use as a basis for developing competencies to serve handicapped youth as well as their potential employers. Section IV presents a rationale for strengthening the career/vocational component of special education teacher training programs. Sample planning and program exhibits from each of the following areas are presented in Section V: state and local level planning, programs serving secondary school age and adult populations, community based organization programs, vocational rehabilitation, and other federally funded programs. The final section consists of sample request-for-proposal (RFP) exhibits. (JW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED300985

PARTNERSHIPS IN BUSINESS AND EDUCATION: HELPING HANDICAPPED STUDENTS BECOME A PART OF THE JOB TRAINING PARTNERSHIP ACT

Lloyd W. Tindall
John Gugerty
Barbara Dougherty

Vocational Studies Center
School of Education
University of Wisconsin-Madison

1986

EC 211280

Produced as part of a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment. Points of view or opinions stated do not, therefore, necessarily represent the official Department of Education position or policy. Grant Number G008302551, Contract Number 029KH30229.

BEST COPY AVAILABLE

Table of Contents

Acknowledgments i
List of Figures iii

Section I - How to Participate in the Job Training Partnership Act

Chapter 1: Understanding the Job Training Partnership Act 1
Chapter 2: What JTPA Means to Handicapped Youth 15
Chapter 3: Working with a Private Industry Council 37
Chapter 4: Working with Business and Industry 53

Section II - Considerations for Proposal Development

Chapter 5: Enhancing JTPA Programs through Partnerships and Agreements 63
Chapter 6: Developing JTPA Performance Based Proposals 105

Section III - Youth Competency Systems

Chapter 7: JTPA Youth Competencies and Handicapped Youth 145

Section IV - Issues in Pre-Service Preparation

Chapter 8: Is It Time to Strengthen the Career/Vocational Component of Special Education Teacher Training Programs? 257

Section V - Planning and Program Exhibits

Chapter 9: State Level Planning 267
Chapter 10: Local Level Planning 279
Chapter 11: Programs Serving Secondary School Age Populations . . 283
Chapter 12: Programs Serving Adult Populations 529
Chapter 13: Community Based Organization Programs 547
Chapter 14: Vocational Rehabilitation Programs 565
Chapter 15: Other Federally Funded Programs 585
Chapter 16: Wagner-Peyser JTPA Coordination 601

Section VI - Request for Proposal Exhibits

Chapter 17: Proposal Request for Six Percent Incentive Grant Funds 605

Chapter 18: Proposal Request for Eight Percent Funds 619

Chapter 19: Proposal Request for Title IIA and IIB Funds 675

Acknowledgments

This publication was developed with the help and cooperation of several hundred individuals who willingly shared their Job Training Partnership Act materials, programs and ideas. Each of these contributions is sincerely appreciated. A special note of appreciation is extended to the following persons who served as members of the advisory and field test committees.

Kathy Andrews
Associate Director
Job Training Programs
Eastern Iowa Community College
Davenport, IA

LeRoy Aserlind
Professor
Department of Studies in
Behavioral Disabilities
University of Wisconsin-Madison
Madison, WI

William Eddy
Educational Program Specialist and
Equal Opportunity Specialist
U.S. Department of Education
Office of Civil Rights
Washington, D.C.

Elizabeth Getzel
School of Education
Research Associate
Virginia Polytechnic Institute and
State University
Richmond, VA

Sandy Hall
Director of Human Services
Goodwill Industries of South Central
Wisconsin, Inc.
Madison, WI

Ellen Hansen
Director
Bureau of Planning and Analysis
Governor's Employment and Training
Office
Madison, WI

Paul Hippolitus
Employment Advisor
The President's Committee on
Employment of the Handicapped
Washington, D.C.

John R. Johnson
Project Coordinator
Ft. Wright School
Covington, KY

Jack Kaltenberg
General Manager
Kaltenberg Seed Farms
Waunakee, WI

Susan Kell
Placement Coordinator
Department of Health and Social Services
Division of Vocational Rehabilitation
Madison, WI

Charles Kokaska
Professor
Educational Psychology and
Administration
School of Education
California State University, Long Beach
Long Beach, CA

James Lawrence
Equal Opportunity Specialist
State Department of Employment Relations
Division of Affirmative Action
Madison, WI

Vince Rhodes
Division Supervisor
South Carolina Rehabilitation Department
Columbia, SC

John Rulien
Director of Special Education
Cooperative Education Service
Agency Number 10
Chippewa Falls, WI

Wayne Sherry
Chief
Job Training/Special Needs
Program Section
Bureau of Vocational Education
Wisconsin Department of Public
Instruction
Madison, WI

James Urness
Bureau Director
Program Development and Operation
Wisconsin Board of Vocational,
Technical and Adult Education
Madison, WI

Paul Yochum
Regional Director, ARC-OJT Project
Association for Retarded Citizens
Madison, WI

We also extend our thanks and appreciation to Sandy Hazen, our Project Officer, for her assistance and advice in the carrying out of the project.

A special thanks is extended to Robert Knight, Executive Director, National Association of Private Industry Councils for his help and assistance.

A sincere appreciation and thank you is extended to Denise Wagner for typing and processing the many drafts and final copy of the manuscript.

List of Figures

Figure One - The Job Training Partnership Act Delivery System 4

Figure Two - Disbursement of Funds Under Title IIA of PL 97-300 8

Figure Three - JTPA Cost Categories 19

Figure Four - Eight Percent School to Work Program for Handicapped Youth 28

Figure Five - Adult and Handicapped Youth Positive Terminations for Title IIA 32

Figure Six - Value of Family of One Policy 31

Figure Seven - Review Sheet for Working with Your Local Private Industry Council 46

Figure Eight - Local Job Training Plan, Review Guide 48

Figure Nine - Performance Based Proposal, Examples of Content and Format 109

Figure Ten - SDA Negotiating Contract 110

Figure Eleven - Pre-Employment Competency Area 168

Figure Twelve - Occupational Worksheet 169

Figure Thirteen - Community Resources Checklist 170

Figure Fourteen - Where to Find a Job Worksheet 170

Figure Fifteen - Questions Many Employers Ask 171

Figure Sixteen - Job Application Rating Sheet 172

Figure Seventeen - Interviewing Skills Rating Sheet 173

Figure Eighteen - Work Maturity Competency Area 175

Figure Nineteen - Job Performance Review Rating Sheet 176

Figure Twenty - Employability Skills Core Curriculum 177

Figure Twenty One - Oral Communications Checklist for Use with Benchmarks 182

Figure Twenty Two - Work Maturity Competencies 183

Figure Twenty Three - Supervisor/Evaluator Checklist for Assessing Benchmark Attainment for Work Maturity Competencies 185

Figure Twenty Four - Pre-Employment and Work Maturity Skills 186

Figure Twenty Five - Pre-Employment Competency Area 189

Figure Twenty Six - Participant Performance Evaluation, Work Maturity Competency 190

Figure Twenty Seven - Work Maturity Competency Area 191

Figure Twenty Eight - Summer Youth Employment & Training Program, Participant Performance Evaluation, Pre-Employment Competencies, Application Process 192

Figure Twenty Nine - Summer Youth Employment & Training Program, Participant Performance Evaluation, Pre-Employment Competencies 193

Figure Thirty - Pre-Employment Competency Areas and Specific Competencies 195

Figure Thirty One - Competency Area of Career Decision-Making 196

Figure Thirty Two - Competency Area of Work Maturity 197

Figure Thirty Three - Appraisal Summary Form 198

Figure Thirty Four - Prior Employment or School Verification Form 200

Figure Thirty Five - Pre-Employment Skills Competency System 202

Figure Thirty Six - Occupations Worksheet 202

Figure Thirty Seven - Optional Occupations Worksheet 203

Figure Thirty Eight - Work Maturity Skills: Work Maturity Competency System 204

Figure Thirty Nine - Trainer Notes 204

Figure Forty - Supervisor Report/Competency Checklist 205

Figure Forty One - Youth Pre-Employment Competencies 207

Figure Forty Two - Basic Education Competency Category 211

Figure Forty Three - Remedial Education Benchmarks 212

Figure Forty Four - Basic Education Skills, Account Clerk/Assistant Bookkeeper/Billing/Payroll/Financial Clerk 215

Figure Forty Five - Basic Academic Skill Samples 218

Figure Forty Six - Job Specific Skills: On-the-Job Training/ Job Specific Competency 223

Figure Forty Seven - Job Specific Skills: Class Size Training/ Job Specific Competency 224

Figure Forty Eight - Job Specific Skills: JTPA Electronic Servicing - Sample of Content 226

Figure Forty Nine - Job Specific Skills: Account Clerk/Assistant Bookkeeper/Billing/Payroll/Financial Clerk 228

Figure Fifty - Job Specific Skills: Auto Body Repair 231

Figure Fifty One - Job Specific Skills: Washington (School) Automotive Training and Vocational Exploration Program 232

Figure Fifty Two - Job Specific Skills: Bookkeeping/Accounting 236

Figure Fifty Three - Job Specific Skills: Commercial Cooking and Baking . 237

Figure Fifty Four - Job Specific Skills: Culinary Arts Food Service Training Program 238

Figure Fifty Five - Application for Employment 249

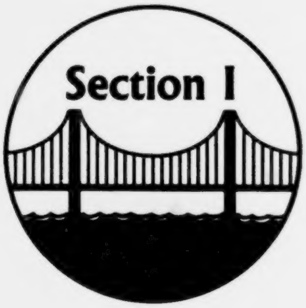
Figure Fifty Six - Employee Performance Evaluation: Interviewing Skills . 250

Figure Fifty Seven - Pre-Employment Competency Application Checklist . . 251

Figure Fifty Eight - Employee Performance Evaluation: Application Process 252

Figure Fifty Nine - Interview Evaluation Process, Scoring Sheet 253

Figure Sixty - Job Specific Vocational Skills, Skill Development Record . 254



How to Participate in the Job Training Partnership Act

CHAPTER CONTENTS

Chapter 1: Understanding the Job Training Partnership Act 1

Introduction 3

Governor's Role 3

Service Delivery Areas and Private Industry Councils . . 5

Disbursement of Funds Under the JTPA 7

- 78 Percent SDA Monies 8
- Title IIB Summer Youth Employment and Training Programs 9
- Eight Percent Monies to the State Education Agencies 9
- Six Percent Monies to be Used for Incentive Grants 10
- Restrictions on JTPA Funding 10
- Wagner-Peyser Act Funds 11
- Can Handicapped Youth Benefit from the JTPA? 11

References 13

Chapter 2: What JTPA Means to Handicapped Youth 15

Introduction 17

JTPA Title IIA Services and Activities for Handicapped Youth 18

Exemplary Youth Programs 22

JTPA Title IIB Services and Activities for Handicapped Youth 24

Continued ►

Chapter 2: (Continued)

Set-Asides to Serve Handicapped Youth 26
  - Eight Percent Set-Aside 26
  - Six Percent Set-Aside 27
  - Ten Percent Window 29
  - Ten Percent Wagner-Peyser Set-Aside 29
  - Unspent Forty Percent Monies 29

Policies Impacting on Handicapped Youth 31
  - Family of One Authority 31
  - Waiver of Income 34
  - Incidence in JTPA Eligible Population . . . 34
  - JTPA and AFDC 34
  - Adjustments in Standards and Length of Programs 35
  - Support Service Cost Waivers 35

References 36

Chapter 3: **Working with a Private Industry Council** 37

Introduction 39

Exerting Influence on the PIC Membership 40

Exerting Influence on the PIC's Job Training Plan . . . 42

What if the PIC is Not Responsive? 45

Chapter 4: **Working with Business and Industry** . . . 53

Introduction 55

Successful Collaboratives 55

Considerations for Working with the Local Business Community within the JTPA Framework . . . 56
  - Job Development 56
  - Job Placement 57
  - Other Issues and Success Factors 59
  - References 61

Chapter 1

UNDERSTANDING THE JOB TRAINING PARTNERSHIP ACT

by

Lloyd W. Tindall

The Job Training Partnership Act (JTPA) (P.L. 97-300) replaced the Comprehensive Employment and Training Act (CETA) as the nation's major employment and training legislation on October 1, 1983. This Act has the potential to help a significant number of handicapped youth aged 16-21 receive job training for entry into the nation's labor force. A start up or transition phase occured during the October 1, 1983 to June 30, 1984 period with the first full JTPA operational year ending on June 30, 1985. Much was learned and accomplished during the period on how to help handicapped youth become a part of the JTPA.

In order to access JTPA funds for serving handicapped youth, an understanding of the structure of the Act is necessary. Chapter One provides a review of the structure of the Act and the channels by which the funding flows from the Federal to the local level.

UNDERSTANDING THE JOB TRAINING PARTNERSHIP ACT

INTRODUCTION

On October 1, 1983 the Job Training Partnership Act (JTPA) (Public Law 97-300) replaced the Comprehensive Employment and Training Act (CETA) as the nation's major employment and training legislation. Under JTPA approximately three billion dollars annually will flow from the Federal Government (Department of Labor) to the Governors of each state. The majority of the funds will then pass on to the Service Delivery Areas (SDAs) to be disbursed by the Private Industry Councils (PICs).

JTPA's purpose is to "establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment." Section 2 of the Act, an overview of the delivery system of the Job Training Partnership Act can be seen in Figure One.

GOVERNOR'S ROLE

A major difference between the JTPA and CETA is a shift of administrative responsibilities from the Federal level to the Governor's Office and to the Private Industry Councils. It is the Governor's responsibility to appoint a State Job Training Coordinating Council, divide the state into Service Delivery Areas, approve Private Industry Council service delivery plans and oversee and audit PIC programs and develop the governor's coordinating plan.

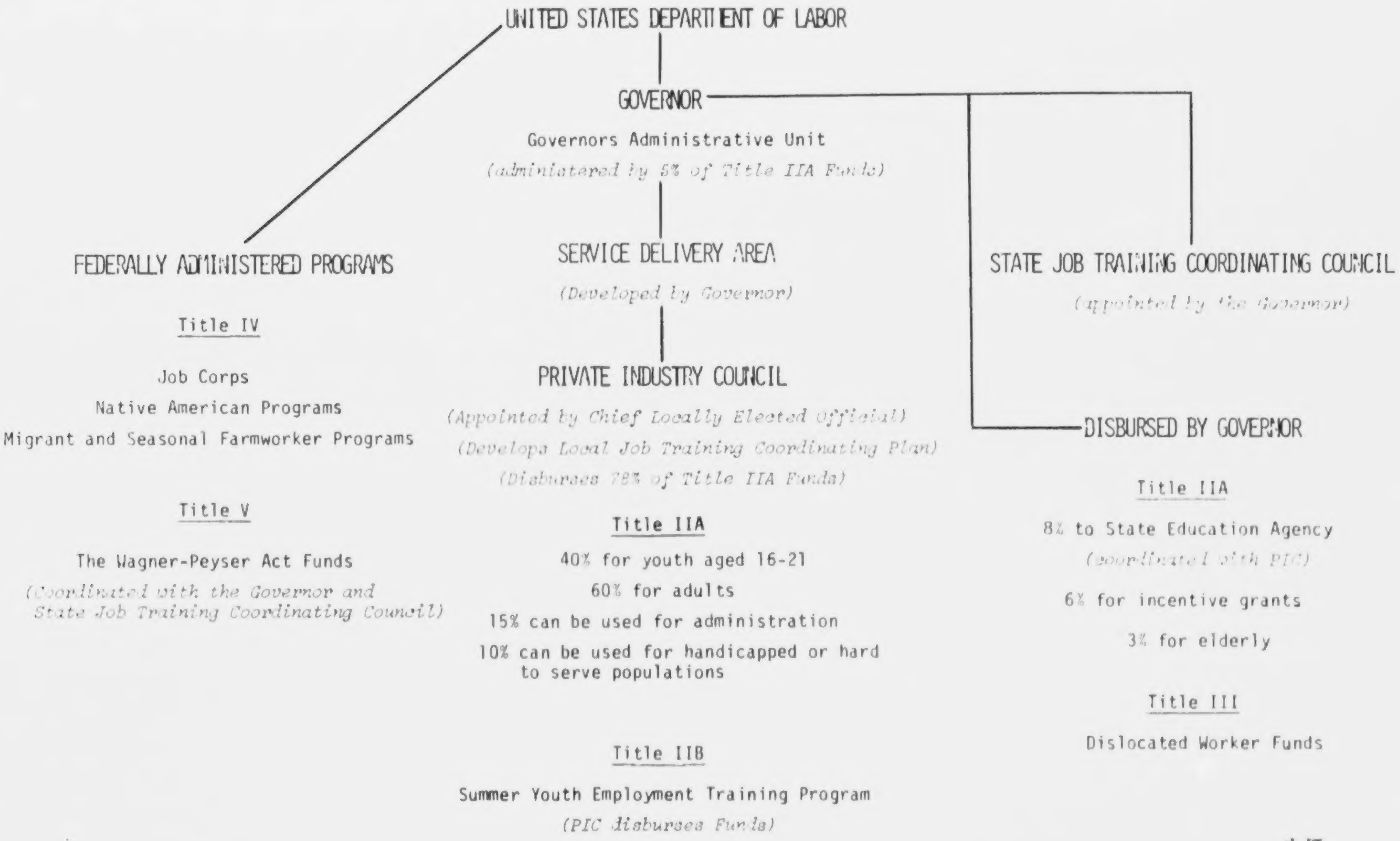
A State Job Training Coordinating Council (SJTCC) must be developed by any state wishing to participate in the JTPA. All states are participating. The SJTCC is appointed by the governor and is to represent the population of the state. The JTPA dictates the overall composition of the council. Governors have authority to structure the Council by size and type of representative to some extent.

The JTPA Act states that the SJTCC membership shall be as follows:

1. One-third of the membership of the State Council shall be representatives of business and industry.

Figure One

The Job Training Partnership Act Delivery System


UNITED STATES DEPARTMENT OF LABOR
GOVERNOR
Governors Administrative Unit
(administered by 5% of Title IIA Funds)
SERVICE DELIVERY AREA
(Developed by Governor)
PRIVATE INDUSTRY COUNCIL
(Appointed by Chief Locally Elected Official)
(Develops Local Job Training Coordinating Plan)
(Disburses 78% of Title IIA Funds)
Title IIA
40% for youth aged 16-21
60% for adults
15% can be used for administration
10% can be used for handicapped or hard to serve populations
Title IIB
Summer Youth Employment Training Program
(PIC disburses Funds)
FEDERALLY ADMINISTERED PROGRAMS
Title IV
Job Corps
Native American Programs
Migrant and Seasonal Farmworker Programs
Title V
The Wagner-Peyser Act Funds
(Coordinated with the Governor and State Job Training Coordinating Council)
STATE JOB TRAINING COORDINATING COUNCIL
(appointed by the Governor)
DISBURSED BY GOVERNOR
Title IIA
8% to State Education Agency
(coordinated with PIC)
6% for incentive grants
3% for elderly
Title III
Dislocated Worker Funds

2. Not less than 20 percent of the membership of the State Council shall be represented by the State legislature and State Agencies and organizations, such as the State educational agency, the State vocational education board, the State Advisory Council on vocational education, the State Board of Education. State employment security agency, the State rehabilitation agency, the State occupational information coordinating committee, State postsecondary institutions, the State economic development agency, State Veterans agencies -- and such other agencies as the Governor determines to have a direct effect in employment and training and human resource utilization within the State.
3. Not less than 20 percent of the membership of the State Council shall be representatives of the units or consortia of units of general local government in such State (including those which are administrative entities or grantees under this Act) which shall be nominated by the Chief elected officials of the units or consortia of units of general local government.
4. Not less than 20 percent of the membership of the State Council shall be representatives of the eligible population and of the general public, representatives of organized labor, community based organizations and local educational agencies.

Sec. 122 of the Act

The purpose of the State Job Training Coordinating Council is to recommend a Governor's Coordination and special services plan, advise the governor and local entities on job training plans, review the SDA's programs, review and comment on the State plan developed for the State employment service agency, comment annually on reports required by the Carl D. Perkins Vocational Education Act of 1984, review plans of all State agencies providing employment and training and make an annual report to the governor.

SERVICE DELIVERY AREAS AND PRIVATE INDUSTRY COUNCILS

Service Delivery Areas must consist of a local government with a population of 200,000 or more or, any consortium of contiguous units of general local government with an aggregate of 200,000 or more.

The administrative structure of the SDA is the Private Industry Council (PIC). There are 596 PICs in the United States. Local PICs are responsible for developing a Job Training Coordinating Plan for their SDA and for procedures for implementing their plan to disburse JTPA funds. PICs are responsible for coordinating their training plans with other employment and training plans and must oversee and review those JTPA programs which they fund.

Private Industry Councils are appointed by the Chief locally elected official (LEO), usually the chairperson of the County board.

The JTPA states that the membership of the Private Industry Council shall consist of:

> 1. representatives of the private sector who shall constitute a majority of the membership of the Council and who shall be owners of business concerns, chief executives or chief operating officers of nongovernmental employers, or other private sector executives who have substantial management or policy responsibility; and
> 2. representatives of educational agencies (representative of all educational agencies in the service delivery area) organized labor, rehabilitation agencies, community-based organizations, economic development agencies, and public employment services.
>
> Sec. 102 of the Act

The chairperson of the PIC is to be selected from among the council members who are representatives of the private sector. The initial number of council members is determined by the chief elected official. Thereafter, the number of Council members is to be determined by the Council. Council members are appointed for fixed and staggered terms and may serve until their successors are appointed. Any vacancy in the membership of the Council shall be filled in the same manner as the original appointment.

Private sector representatives are to be selected from persons nominated by the general purpose business organizations. Educators are to be selected from those persons nominated by local education agencies, vocational education institutions, institutions of higher education, or by general organization of such agencies and by private or proprietary schools or general organizations of such schools. The remaining members shall be selected from individuals selected by interested organizations.

Private Industry Councils choose a chairperson and a PIC staff to develop and implement a job training plan. The job training plan constitutes the PICs method of spending the JTPA funds which are allotted to the PIC. Funds are allotted to the PIC on a formula basis which considers the relative number of unemployed and economically disadvantaged individuals in the service delivery area. The PIC and the locally elected officials jointly determine the specific organization in the service delivery area which will administer the JTPA program.on a per capita basis. It is therefore extremely important that PIC membership include persons who will advocate the needs of handicapped youth in the development of the PIC Job Training Plan.

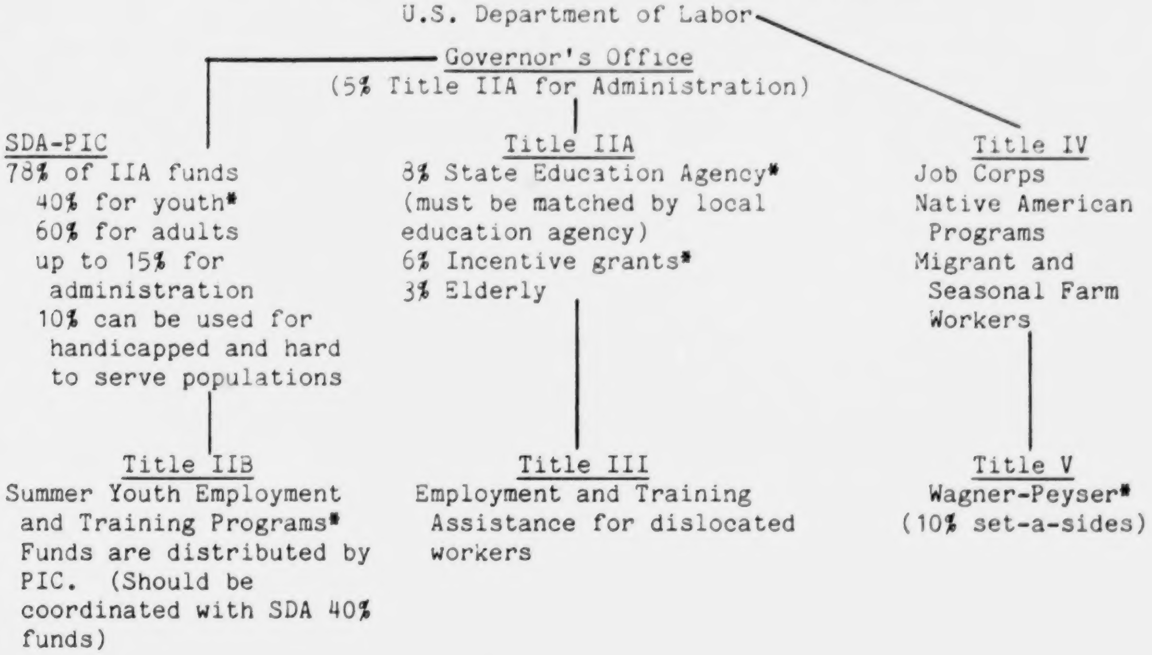
PICs must have their Job Training Plans approved by the governor's office before they receive their allotted funds. PICs can disburse their funds in a variety of ways. Requests for proposals to carry out PIC plans could be issued, PICs may contract directly with a service provider or they may hire a staff and conduct their own job training activities.

DISBURSEMENT OF FUNDS UNDER THE JTPA

It is very evident that substantial responsibility has been given to the local Private Industry Councils to develop and implement JTPA programs to serve eligible participants in the service delivery area. Figure Two provides an overview of the variety of JTPA funds and the categories under which they are disbursed.

Figure Two

Disbursement of Funds Under Title IIA of PL 97-300



U.S. Department of Labor

Governor's Office
(5% Title IIA for Administration)

SDA-PIC
78% of IIA funds
40% for youth*
60% for adults
up to 15% for administration
10% can be used for handicapped and hard to serve populations

Title IIA
8% State Education Agency* (must be matched by local education agency)
6% Incentive grants*
3% Elderly

Title IV
Job Corps
Native American Programs
Migrant and Seasonal Farm Workers

Title IIB
Summer Youth Employment and Training Programs* Funds are distributed by PIC. (Should be coordinated with SDA 40% funds)

Title III
Employment and Training Assistance for dislocated workers

Title V
Wagner-Peyser*
(10% set-a-sides)

*Sources of funds which are important in serving handicapped youth.

Although JTPA funds are not specifically directed at meeting the needs of handicapped youth aged 16-21, the Act does provide a wealth of opportunity for serving handicapped youth. Chapter Two specifically addresses the role of JTPA and handicapped youth.

78 Percent SDA Monies

A majority of the JTPA funds (78 percent) goes directly to the SDAs to be disbursed by the Private Industry Councils. Forty percent of the SDA funds are to be used for the employment and training of youth aged 16-21. Youth programs are required by the JTPA to meet performance measures. These national performance standards may be adjusted locally for factors such as high unemployment rates and high numbers of hard to serve populations in the service delivery area. Below are the performance standards for the 1986-87 program year.

1. Entered Employment Rate - 43 percent
2. Positive Termination Rate - 75 percent
3. Cost Per Positive Termination of not over $4900

The 40 percent Title IIA funds can go directly to the service provider and need not be matched locally or by the state. Ten percent of the 78 percent monies can be used to serve handicapped or other hard to serve populations who may not otherwise be eligible because of family income.

Title IIB Summer Youth Employment and Training Programs

A separate funding disbursement is provided to the PIC from the Department of labor via the governor's office to conduct summer youth employment training programs. JTPA encourages PICs to coordinate the funding of the 40 percent Title IIA and Title IIB summer programs to provide a continuity of services. Youth therefore will receive a continuous flow of services throughout the year.

Eight Percent Monies to the State Education Agencies

Eight percent of the Title IIA funds going to the states are allotted to carry out state education programs. The funds are to be used by the Governor to provide financial assistance to any State Education agency responsible for education and training. PICs must approve the expenditure of the eight percent monies in their SDA. The eight percent monies must also be matched by the fund recipients. Funds can be used to:

1. provide services for eligible participants through cooperative agreements between state education agency or agencies, administrative entities in service delivery areas, local education agencies, and
2. to facilitate coordination of education and training services for eligible participants through such cooperative agreements.

Not more than 20 percent of the funds can be used for coordination. The remaining 80 percent of the funds must be matched by the State or local education agency. If no cooperative agreement on the use of funds is reached the funds shall then be available to the Governor for use in the Governor's Coordination and Special Services Plan. The Governor's Coordination and Special Services Plan may include funds to:

1. develop information and technical assistance in developing and implementing plans and programs.
2. carry out special model training and employment programs.
3. provide programs and related services to offenders
4. create special programs and services designed to meet the needs of rural areas.

The above is a partial list of uses for these funds. Advocates for handicapped youth need to find out the status of the eight percent monies and request that the State Education agencies provide opportunities to handicapped youth with a portion of these funds. If no cooperative agreements are made through the SEA's then there is still an opportunity to receive funds through the Governor's Coordination and Special Services Plan. For instance, a model training and employment program for handicapped youth could be funded to a local education agency.

Six Percent Monies to Be Used for Incentive Grants

Monies under the six percent allotment to each state are to be used by the Governor to provide incentive grants for programs exceeding performance standards including incentives for serving hard-to-serve individuals. The six percent monies provide yet another source of funds which could be used for handicapped youth. Although a match is not required, six percent monies can be matched by the service provider or receiving agency.

Restrictions on JTPA Funding

No more than 30 percent of the JTPA funds can be used for non-training activities. Seventy percent must be used for training. Work experience can be included in the 70 percent portion only if the length of the work experience is six months or less and is combined with the training. Up to 50 percent of the work experience cost can be counted as part of the 70 percent funds. The Title IIB Summer Youth Employment and Training Programs are separate funds and do not require the 70/30 split.

Fifteen percent of the SDA funds can be used to administer the program. The other 15 percent of the 30 percent of funds for non training activities can be used for transportation, child care, stipends, and up to 50 percent of short-term work experience costs.

Wagner Peyser Act Funds

The Wagner-Peyser Act of June 6, 1933 which authorizes the Job Service was amended by the Job Training Partnership Act to provide a closer coordination between the JTPA and Employment Services. Job training and job placement activities can be more closely coordinated. Ninety percent of the funds allotted to each state may be used for such activities as job search and placement services to job seekers, recruitment services and special technical services for employers and evaluation programs, development of linkages between services funded under this act and related Federal and State legislation, services to workers who have received notice of permanent layoff and to provide labor market and occupational information.

Ten percent shall be reserved for performance incentives for public employment service offices and programs, services for groups with special needs and costs of exemplary models for delivering services of the types described under the 90 percent category (See Chapter 16 - Wagner-Peyser JTPA Coordination).

Can Handicapped Youth Benefit from the JTPA?

The answer to this question is a very positive yes. Handicapped youth are successfully terminating from many JTPA funded programs around the nation. Research completed by the President's Committee on Employment of the Handicapped (1985) revealed that approximately 9.7 percent of the JTPA positive terminations during the July 1, 1984 - June 30, 1985 year period were handicapped youth. See Figure Five on pages 32-33. California had the highest number of handicapped youth and adults positively terminating from Title IIA JTPA programs with 6,438, followed by Wisconsin with 4,162.

Large variations in the enrollment of handicapped youth existed among the states. The percentages of handicapped youth enrolled in JTPA programs ranged from a low of 1.7 percent to a high of 53.3 percent. This great range in the enrollment of handicapped youth in JTPA programs among the various states provides some insight as to the effectiveness of JTPA in serving handicapped youth. Some state agencies and individuals have developed successful JTPA programs for handicapped youth. These programs and techniques for helping handicapped youth become a part of the JTPA can be replicated.

The following chapters in this publication are designed to provide information, ideas and examples of how to help handicapped youth participate in the Job Training Partnership Act.

References

Job Training Partnership Act, P.L. 97-300, October 13, 1982.

President's Committee on Employment of the Handicapped Memorandum. (April 3, 1985). Washington, D.C.

Chapter 2

WHAT JPTA MEANS TO HANDICAPPED YOUTH

by

Barbara B. Dougherty

The JTPA provides new opportunities for handicapped youth to participate in employment and training programs. The Act states that services are intended for eligible people who can benefit from the program, and who are most in need of such opportunities. Handicapped youth can certainly benefit from many JTPA fundable services and activities. JTPA in-school programs successfully serving students with handicaps are found to vary both in design and service delivery mode. A number of program options are fundable. To enhance program participation, school year and summer programs can be coordinated to provide youth with year around JTPA activities and services.

Within the Act are separate funding categories as well as set-asides which can be accessed to provide youth with employment-training activities. To assist the program planner, this chapter looks at these funding sources and how each applies to program development for handicapped youth. In addition, a number of JTPA related policies have been established for consideration at the state and local levels. This chapter examines the impact of the policies upon handicapped youth and how each can enhance these youths' successful participation in the JTPA.

WHAT JTPA MEANS TO HANDICAPPED YOUTH

INTRODUCTION

With the start of the Job Training Partnership Act (JTPA) new opportunities arise for developing employment training programs for youth with handicaps. A variety of JTPA programs serve handicapped in-school youth. The Vocational Studies Center conducted a national search of programs recommended by local Private Industry Councils (PICs). The PICs considered the programs successful in serving these students. The programs were found to vary according to the local assessment of the participants' needs and judgements by local Private Industry Councils.

Though varied in design, JTPA funded programs for handicapped in-school youth illustrate different ways in which programs deliver services. The descriptions and examples of activities that follow represent actual JTPA in-school programs:

1. Targeted In-School JTPA Programs - designed specifically to serve the handicapped youth population.
2. Mainstream In-school JTPA Programs - designed to include youth with handicaps in the JTPA eligible youth population served.
3. School and Business Partnership Programs - activities focused on: business personnel serving as program advisory committee members; business providing assistance to a program's pre-employment training component; employers providing on-the-job training and work experience sites for a program.
4. School and City Partnership Programs - activities included: a city administration office being responsible for providing pre-employment skill training to a program; a city agency providing job development services to a program.
5. School and Community Based Organization (CBO) Partnership Programs - activities focused on: a CBO providing the use of their facilities (e.g. a shop or food service) for training purposes; a CBO as a recruitment, referral, and intake agency for a program; a CBO as the provider of a program's pre-employment component and conductor of the try-out employment component.
6. School and Other Local Agency Partnership Programs - activities included: a local Job Service Office assuming responsibility to obtain on-the-job training sites for a program; a local Vocational Rehabilitation Agency assuming responsibility for the assessment component of a program.

JTPA TITLE IIA SERVICES AND ACTIVITIES FOR HANDICAPPED YOUTH

The JTPA allows funding of many services and activities which can benefit youth with handicaps. The Act mandates that 40 percent of the resources available to a Service Delivery Area (SDA) under Title IIA be spent on JTPA eligible youth. The emphasis of this law is on the direct use of these funds for training. At least 70 percent of the SDA expenditures for youth programs must go towards training costs. The Act does limit funds available for administrative costs and support services.

Administrative costs consist of all direct and indirect costs associated with the management of a program. Participant support costs are non-training costs which directly and immediately effect participants. These supportive services may include transportation, health care, special services, and materials for persons with handicaps, child care, meals, temporary shelter, financial counseling, and other reasonable expenses required for participation in a training program. As a participant support cost, needs-based payments in the form of cash assistance can be given directly to JTPA participants to help them meet general living expenses. Payments are based upon a needs-test formula developed by the SDA. The administrative and support service costs can not exceed 30 percent of the Title IIA expenditures by each SDA. The law also stipulates a 15 percent cap on administrative costs.

Figure Three shows JTPA cost categories, line items and types of costs per line items.

JTPA funds spent on local training programs for students with handicaps range from pre-employment training and job search assistance to specific skill training and work experience. Fundable Title IIA activities and services include:

1. Job Search Assistance

   ... assistance in locating and preparing for job openings either by agencies or individuals to participants seeking employment opportunities

2. Employment Counseling/Job Counseling

   ... assistance in thinking through the opportunities for employment and in planning for successfully getting and keeping a job. Sometimes called job counseling, this

Figure Three

JTPA Cost Categories

LINE ITEMS/TYPES OF COSTS PER LINE ITEM

ADMINISTRATION:	PARTICIPANT SUPPORT:	TRAINING:
costs not to exceed 15 percent	added to administrative costs - total costs not to exceed 30 percent	70 percent of costs
STAFF WAGES	STAFF WAGES	STAFF WAGES
STAFF FRINGE	STAFF FRINGE	STAFF FRINGE
FICA	FICA	FICA
Retirement	Retirement	Retirement
Health & Life	Health & Life	Health & Life
Workman's Comp	Workman's Comp	Workman's Comp
UC	UC	UC
Other	Other	Other
STAFF TRAVEL	STAFF TRAVEL	STAFF TRAVEL
Mileage	Mileage	Mileage
Per Diem	Per Diem	Per Diem
Travel Fares	Travel Fares	Travel Fares
Other	Other	Other
FACILITIES	FACILITIES	FACILITIES
Rent	Rent	Rent
Utilities	Utilities	Utilities
Other	Other	Other
EQUIPMENT PURCHASE	EQUIPMENT PURCHASE	EQUIPMENT PURCHASE
OTHER DIRECT COSTS	OTHER DIRECT COSTS	OTHER DIRECT COSTS
Telephone & Telegraph	Telephone & Telegraph	Telephone & Telegraph
Postage	Postage	Postage
Photo Copying	Photo Copying	Photo Copying
Printing	Printing	Printing
Materials & Supplies	Materials & Supplies	Materials & Supplies
Data Processing	Data Processing	Data Processing
Conference/Workshop Fees	Conference/Workshop Fees	Conference/Workshop Fees
Contractual Services	Contractual Services	Contractual Services
Equipment Rental	Equipment Rental	Equipment Rental
Other	Other	Other
PERFORMANCE PAYMENTS	PERFORMANCE PAYMENTS	PERFORMANCE PAYMENTS
INDIRECT COSTS	PARTICIPANT COSTS	PARTICIPANT COSTS
	WE Wages & Fringe Benefits	Tuition Fees
	Needs Based Payments	WE Wages & Fringe Benefits
	Supportive Services	Payments in Lieu of Wages
	Health Care	OJT
	Medical Exams	Tryout Employment
	Other	Materials and Expenses
	Day Care	Supplies
	Transportation	Books
	Emergency Support	Other
	Relocation	
	Other	
	Other	

Source: Wisconsin Department of Public Instruction, 1984.

activity may involve emotional support, suggestions for dealing with problems on the job, or other assistance related to employment.

3. Basic Skills Training/Adult Basic Education/Remediation

   ...preparation for employment training in reading, writing, mathematics, and oral communications so individuals can master minimal levels needed to gain employment, enter vocational skills training, and/or obtain a high school diploma or its equivalent This activity may include Adult Basic Education which is an instructional program designed to provide basic skills in English, reading and writing, sciences and mathematics for adults who have less than a 12th grade level of education; or remediation education provided to a client to correct, update or expand knowledge which the client would normally be expected to possess.

4. Vocational Skills Training/Occupational Skills Training/ Institutional Skill Training

   ...a planned, systematic sequence of instruction or other learning experience on an individual or group basis under competent supervision, which is designed to impart skills, knowledge, or abilities to prepare individuals for employment in a specific occupational area If this learning takes place in an established educational institution, it may also be referred to as institutional skills training.

5. Private Sector Operated Training/Industry-wide (On-Site Industry Specific Training)

   ...a training program operation of the private sector, including those operated by labor organizations or by consortia of private sector employers utilizing private sector facilities, equipment, and personnel to train participants for specific occupations

6. Awareness of Employment and Training Services

7. Developing Work Habits

   ...pre-employment education programs and services to help individuals obtain and retain employment

8. Supportive Services and Needs Based Payments Necessary to Participate

   ...services which are necessary to enable an individual eligible for training under JTPA, but who cannot afford to pay for such services, to participate in a training program. Supportive services may include transportation, health care, special services and materials for the handicapped, child care, meals, temporary shelter, financial counseling, and other reasonable expenses required for participation in the training program and may be provided in-kind or through cash assistance (needs based payments).

9. Retraining

   ...program activities which teach participants new skills distinct from those which they possessed upon entering the program.

10. Education to Work Transition Activities

    ....activities to provide: provision of occupational information; short-duration job search assistance; job clubs; placement and job development; and followup.

11. Bilingual and Literacy Training

    ....instruction designed to remove lack of language proficiency as a barrier to employment by teaching English to persons who are more proficient in a language other than English Subject content may also include assistance with the cultural transition to an English-speaking community, such as shopping, health care, telephone calls, employment, money, transportation, housing and filling out forms. Literacy training is education designed to enable individuals to communicate successfully especially through reading and writing.

12. Work Experience

    ...short term work assignments for which a participant receives wages and benefits This activity is designed to develop good work habits and basic work skills for persons who need such assistance in order to compete successfully in the labor market.

13. Advanced Career Training/Internships Assignments

    ...a formal combination of on-the-job and institutional training and internship assignments which prepare individuals for career employment Internship places trainees in work assignments under close supervison arranged through joint agreements between a training agency and an employers as part of the learning process process for a specified period of time.

14. Vocational Exploration/Career Guidance/Career Education

    ...activities intended to provide participants with information about the job market, knowledge and skill requirements for occupations and how participants' skills, abilities, knowledge, interests apply to various occupational areas

15. On-the-Job Training

    ...training in the public or private sector provided to an individual who has been hired and supervised by the employer, is engaged in productive work and which provides skills essential to the full and adequate performance of the job

16. Job Development

...activities to identify potential employers, inform them about participants' skills and abilities, benefits of the program and solicit interviews for participants

17. Employment Generating Services

...activities which are intended to result in the creation or expansion of job opportunities for eligible participants in a particular area, but are usually not directly related to the immediate provision of training or employment for participants Some examples are: labor market information, marketing, economic development, cooperative ventures/coordination components.

18. Preparation for Apprenticeship

...an activity in which the primary purpose is to provide the participant with the necessary skills and/or knowledge to be accepted into an apprenticeship program. In this program activity there is no commitment to hire participants as apprentices.

19. Dissemination of Information About Program Activities to Employers/Employer Outreach

...contacts to employers to provide program information and arouse interest in participating in the Job Training Partnership Act.

20. Development of Job Openings

21. Followup Services with Participants Who are Placed in Unsubsidized Employment

...activities such as job counseling.

22. Coordinated Programs with Other Federal Employment Related Activities

23. Customized Training

...training conducted for a specific employer or group of employers in an institutional setting when there has been a commitment by that employer or group of employers to hire the participants upon successful completion of training

Source: Hawthorne, J. (ed.). Glossary of Terms, Acronyms and Definitions, 1983.

EXEMPLARY YOUTH PROGRAMS

In addition to fundable Title IIA services and activities, the Act permits each local PIC plan to include one or more of the youth programs that have worked successfully elsewhere. These programs may be modified by the plan to accommodate local conditions (Sec. 205(a).) PIC members should be encouraged to include these exemplary youth programs as they too have potential for serving students with handicaps:

1. Pre-employment Skills Training Program

   This program model is for youth, ages 14 and 15, providing up to 200 hours of skills training instruction and activities. Priority is given to individuals who do not meet established levels of academic achievement and who plan to enter the full-time labor market upon leaving school. Instruction and activities may include: assessment, testing, and counseling; occupational career and vocational exploration; job search assistance; job holding and survival skills training; basic life skills training; remedial education; labor market information; and job seeking skills training.

2. Entry Employment Experience Programs

   This program model is for youth who have completed pre-employment skills training or its equivalent; have not recently held a regular part-time or summer job for more than 250 hours of paid employment, except this may be waived in accordance with criteria established in the job training plan; and who are enrolled in a secondary school or an institution offering a certified high school equivalency program. Priority is given to youth who do not plan to continue with postsecondary education.

   Entry employment experiences may be for up to 20 hours weekly during the school year or full time during the summer and holidays, for a total not to exceed 500 hours for any individual. Such experiences must be supervised, including the maintenance of attendance and worksite performance standards.

   Entry employment experience may be: full-time employment in public and private nonprofit agencies during the summer and on a part-time basis when combined with education and training activities jobs must provide community improvement services that complement local expenditures; or tryout employment at private for-profit work sites for youth, ages 16 through 21 with compensation paid by the grant recipient the length of any tryout employment position can not exceed 250 hours. Tryout employment positions can not be refilled if the previous participant is not hired by the employer; or cooperative education programs which coordinate educational programs with work in the private sector.

3. School-to-Work Transition Assistance Program

   This program model is for high school seniors planning to enter the full-time labor market upon graduation, and for school dropouts with follow-up as immediately as possible after leaving school. Priority is given to seniors in high schools having a predominance of students from economically disadvantaged families. Transition services may include: provision of occupational information, short-term job search assistance, job clubs, placement and job development, and follow-up.

4. Education for Employment Programs

   This program model is for JTPA eligible youth who do not have a high school diploma or who have educational deficiencies despite the attainment of a diploma. Priority is given to high school dropouts. The program may provide a network of learning centers offering individualized or group instruction in convenient locations such as schools, neighborhood organizations, libraries, or other sites including mobile vans in rural areas. The curricula should be designed to prepare the student to meet state and local general education diploma and basic academic competency requirements. In selecting service providers for this program, priority must be given to previously funded in-school and community-based organization projects which are both cost effective and successful and otherwise meet criteria under this Act.

Source: Job Training Partnership Act, Public Law 97-300.

JTPA TITLE IIB SERVICES AND ACTIVITIES FOR HANDICAPPED YOUTH

Title IIA, Part B, provides separate funding authorization for employment and training programs for youth ages 16 to 21, during the summer months. Youth, ages 14 or 15, may be included if eligible and provided for in the local SDA Plan. The Summer Youth Employment and Training Program (SYETP) is intended to provide useful work and training experiences to youth out of school for the summer, while providing them with a wage. The Act allows more flexibility in the design of summer programs in comparison to the Title IIA programs.

Students with handicaps at the upper secondary levels are in a good position to benefit from the summer youth employment and training programs. In-school handicapped youth already have their assessments and Individualized Education Plans (IEPs) completed. Their IEPs would surely call for many of the activities and services for which funds may be used.

Private Industry Councils are charged with the administration of the Summer Youth Employment Program. Each SDA must develop a local training plan that specifically addresses Title IIB. The Technical Assistance Guide for JTPA

Summer Youth Program states that the SYETP differs from JTPA Title IIA programs in the following ways:

1. All SYETP participants must be disadvantaged. There is no 10 percent window.
2. Fourteen and fifteen year old youth are permitted to participate in the SYETP, if this age group is specified in the local job training plan.
3. SYETP programs are limited to the "summer months."
4. While there is a 15 percent administrative cost limitation, there are no limitations concerning participant support and training.

(Ruttenberg, May 30, 1984)

Educators can advocate for their students by being active in enrolling students with handicaps in summer JTPA programs. Funds under Title IIB may be used for:

1. basic and remedial education,
2. institutional and on the job training,
3. work experience programs,
4. employment counseling,
5. occupational training preparation,
6. preparation for work,
7. outreach and enrollment activities,
8. employability assessment,
9. job referral and placement,
10. job search and job club activities, and
11. any other employment or job training activity designed to give employment to eligible individuals or prepare them for and place them in employment such as tryout employment, vocational exploration, or the exemplary youth programs.

A youth's enrollment in SYETP provides a link to in-school JTPA programs. Coordination between JTPA Title IIA and B programs is encouraged. There are a number of advantages to coordinating these two programs:

1. Coordinated use of funds is usually more cost effective.
2. Duplication of inappropriate activities and services is usually eliminated.
3. Participants can take advantage of a continuous flow of services and training.

4. Participant problem areas in skill training are more likely to be identified and corrected.
5. Higher levels of skill training can be provided and achieved.
6. Overall program quality and diversity can be enhanced.

Skills and experience gained by students with handicaps during the summer program can be enhanced greatly by their enrollment in a regular school year JTPA program. This follows for youth in regular school year JTPA programs who subsequently enroll in a SYETP. Coordination between programs helps these students circumvent the major problem of losing their skills from lack of use and reinforcement over the summer months or until their enrollment in another employment training program during the school year. Title IIB funds may also be used for supportive services and wages according to standards established in the local SDA job training plan.

SET-ASIDES TO SERVE HANDICAPPED YOUTH

Various set-asides established by JTPA provide additional opportunities to fund employment and training activities for handicapped youth.

Eight Percent Set-Aside

Eight percent of the Title IIA funds going to the states are allotted to carry out state education programs. The funds are to be used by the government to provide services for eligible participants through cooperative agreements between state education agencies, SDAs and local education agencies. The Act requires a match of funds from state or local education agencies (Walker, Feldstein, and Solow, 1985). Specifically, funds can be used to;

1. provide services for eligible participants through cooperative agreements between state education agency or agencies, administrative entities in service delivery areas and local education agencies, and
2. to facilitate coordination of education and training services for eligible participants through such cooperative agreements.

Not more than 20 percent of the funds can be used for coordination. The remaining 80 percent of the funds must be matched by the State or local education agency. Proposed eight percent projects must address the local SDA's Job Training Plan. The Act allows up to 25 percent of the participants receiving assistance under the Eight Percent Set-Asides to be individuals who are not economically disadvantaged if such indivdiuals have barriers to employment. The national performance standards do not apply to programs funded under these monies. State and local level JTPA related agencies determine the program performance standards.

If no cooperative agreement on the use of funds is reached the funds shall then be available to the Governor for use in the Governor's Coordination and Special Services Plan. The Governor's Coordination and Special Services Plan may include funds to:

1. develop information and technical assistance in developing and implementing plans and programs,
2. carry out special model training and employment programs,
3. provide programs and related services to offenders, and
4. create special programs and services designed to meet the needs of rural areas.

The above is a partial list of uses for these funds. Advocates for handicapped youth need to find out the status of the eight percent monies and request that the state education agencies (SEAs) provide opportunities to handicapped youth with a portion of these funds. If no cooperative agreements are made through the SEAs then there is still an opportunity to receive funds through the Governor's Coordination and Special Services Plan. For instance, a model training and employment program for students with handicaps could be funded to a local education agency or a percentage of the funds could be earmarked specifically for programs designed to serve this youth population. See Figure Four for an example of an eight percent funded program.

Six Percent Set-Aside

Monies under the six percent allotment to each state are to be used by the Governor to provide incentive grants for programs exceeding performance standards, including incentives for serving hard-to-serve individuals. The procedures used to administer and award the six percent monies vary from state to state. To attain information, educators need to contact their state agency responsible for the implementation of JTPA and/or their local Private Industry

Figure Four

Eight Percent School to Work Program for Handicapped Youth

Scope: Local Level

Funding Source:
Title IIA 8% Education Coordination Grants, Local School District

Focus:
comprehensive three-part work-study experience: assessment, counseling, life skills, occupational information, work experience, job seeking and job keeping skills, functional academic skills and job training skills

Performance Outcomes:
Total terminations 55
Entered unsubsidized employment 22
Other 22
Returned to full-time school 33

Location: New York

Grant Recipient:
Buffalo City School District
712 City Hall, Buffalo, NY 14202

Information Contact:
Leonard M. Neureuther, Supervisor for Voc. Ed., 816 City Hall,
Buffalo, NY 14202

Participants:
students who are primarily learning disabled or needing learning adjustment. The 80 students at the 12th grade level will probably not receive a high school diploma and need employment training.

Significant Features

The eight percent grant provides funding for the tryout employment component of the program offered by the Buffalo School System. The total comprehensive program begins at the 9th grade and offers life skills coupled with a concept of work. The second year focuses upon career information and helps the student consider the type of job he/she may pursue. In the third year, students participate in in-school work experience. This activity is based upon the student's preferences and abilities. Students receive in-service training at training stations to meet on-going job requirements. The in-class training focuses on job-getting skills, funtional academic skills and job training. The final phase includes a half-day work experience in the community. The classroom training in addition to regular academic programs reinforces job seeking skills, looks at job keeping skills and labor organization relationships. The work experience/tryout employment provides employment in such establishments as restaurants, nursing homes, department stores, hospitals, gas stations and grocery stores. The student is well prepared for the work experience through mastery of the necessary skills acquired by in-service training at the school. Students are closely supervised at their place of employment by the project's job developer. Students needing assistance at the work site receive such services from the job developer. The eight percent grant funds job developers and provides try-out employment compensation for participating youth.

Council. The six percent monies provide yet another source of funds which could be used for handicapped youth. For example, the six percent funds were used successfully to plan and implement a consortium training program to serve students with handicaps in 17 high schools (Lafayette, California). See Chapter Six, Example One for the program proposal.

Ten Percent Window

The Act states that up to 10 percent of the participants in all programs in an SDA receiving assistance under Title IIA may be individuals who are not economically disadvantaged if such individuals have encountered barriers to employment. Individuals with handicaps are identified specifically as eligible (Sec. 203(a) (2)). Thus, a local PIC can choose to setaside a percentage of these monies for handicapped youth programming. To advocate for handicapped youth, this information may need to be brought to the attention of the local PIC.

Ten Percent Wagner-Peyser Set-A-Sides

The Wagner-Peyser Act establishes and maintains the United States Employment Service. In the new amendments (Section 7(b) Wagner-Peyser Act) and the Title V JTPA statutes, governors can use the 10 percent funds for performance incentives, special needs groups and exemplary models.

According to a survey conducted by the Interstate State Employment Administrators, more states served groups with special needs, including individuals with handicaps, than used the funds for any other of the three purposes stated (Ruttenberg, March 20, 1985). As an example of Wagner-Peyser and JTPA Coordination, the 10 percent monies funded a coordinated placement service to disabled persons within 14 SDAs in Florida. See Chapter 16 in Section V for the description of this program.

Unspent Forty Percent Monies

Currently, SDAs have experienced a difficult time spending the 40 percent monies earmarked for youth. This is due reportedly to the lack of or late establishment of youth employment competencies by the local PICs (Ruttenberg, February 20, 1985). A local PIC is not required by the Act to implement a competency system. However, there are incentives for doing so.

Youth Employment Competencies do impact upon a SDA's performance standards. Youth attainment of these competencies count toward positive terminations. The positive termination options are: 1) entered unsubsidized employment; 2) entered other employment and training programs (i.e. registered apprenticeship programs); 3) returned full time to school (applies only to out of school youth); 4) completed major level of education that had not been achieved at the time of eligibility determination; 5) enlistment in the Armed Forces; and 6) attained employment competencies recognized by the PIC. In order to be considered a positive termination, youth must leave the program under one of the above conditions. Based on the Act, the national performance standard regarding terminations for youth programs is a positive termination rate of 75 percent.

Youths' attainment of employment competencies improve their chances for obtaining and retaining employment. The three competency areas recommended by the Department of Labor are:

1. Pre-employment and Work Maturity Skills - the skills needed to look for, obtain and retain a job, including career decision-making;
2. Basic Education Skills - the skills of reading comprehension, math computation, writing and speaking needed to function effectively in the work place; and
3. Job Specific Skills - the skills needed to perform actual tasks and technical functions required of a specific occupation at an entry level.

The competencies must be recognized and approved by the local PIC before they can be incorporated into a program's calculation of positive terminations. The competencies developed should reflect local employers needs and expectations as employers ultimately decide who will be hired. In light of the 75 percent positive termination rate, it is essential to establish an employment competency system at the local level for handicapped youth. This positive termination option provides an opportunity for this youth population to have greater access to JTPA resources and to experience greater success in JTPA programs. Ultimately, a competency system can help lead handicapped youth toward successful employment.

POLICIES IMPACTING ON HANDICAPPED YOUTH

Family of One Authority

The JTPA legislation's definition of "economically disadvantaged" includes adult individuals with handicaps. A person with a handicap age 22 or older is considered a "family of one" in determining eligibility, regardless of family income or living at home. However, at the state level each governor can choose to implement the "family of one" authority for handicapped youth ages 16 to 21. The authority means that only the handicapped youth's income is counted when determining eligibility, not the family's income. This "eligibility" authority can also apply to disabled youth ages 14-15, if accepted and put in place by the governor. For these youth this becomes a critical issue in their participation in the Title IIB programs (SYETP). All youth in these programs must be economically disadvantaged. There is no "window" which allows a percentage of youth who are not economically disadvantaged to be eligible because of their barriers to employment. All states have now accepted the Family of One authority, however, not all include disabled youth ages 14-15. It is imperative that all intake staff involved with participant eligibility at the local level be aware of the "family of one" authority. Figure Five (on pages 32-33) shows each state's positive termination data for disabled youth and adults who participated in a JTPA Title IIA funded program during 1984-85. The "family of one" authority can affect greatly disabled youths' participation in JTPA. Figure Six illustrates the effect.

Figure Six

Value of Family of One Policy

Program: Dropout Prevention - Job Placement Project

Location: Caldwell County Schools
Lenoir, North Carolina

Population Served: 18 handicapped/special needs students

11 EMH Students
3 LD Students
2 Physically Handicapped Students
1 Visually Handicapped Student
1 Teenage Parent

THIS PROGRAM REPORTED THAT IF IT WERE NOT FOR THE "FAMILY OF ONE" POLICY ONLY SIX STUDENTS WOULD HAVE MET THE JTPA ELIGIBILITY STANDARDS.

Figure Five

Adult and Handicapped Youth Positive Terminations for Title IIA*
**
July 1, 1984 through June 30, 1985
***

	Adults			Youth			Total Youth and Adult Handicapped	
	Total	Handicapped	Percent	Total	Handicapped	Percent	Percent	TOTAL NUMBER
AL	9,604	561	5.8	9,408	450	4.8	5.3	1,011
AK	708	53	7.5	680	153	22.5	16.0	206
AZ	4,187	518	12.4	3,968	377	9.5	10.9	895
AR	6,692	309	4.6	4,483	170	3.8	4.2	479
CA	32,744	3,330	10.2	26,499	3,108	11.7	10.8	6,438
CO	5,906	689	11.7	3,581	317	8.9	10.6	1,006
CT	3,561	474	13.3	2,707	387	14.3	13.7	861
DE	1,155	277	24.0	943	291	30.9	27.0	568
DC	1,986	179	9.0	410	73	17.8	10.9	252
FL	18,953	1,401	7.4	10,218	591	5.8	6.8	1,992
GA	7,259	593	8.2	5,703	707	12.4	10.0	1,300
HI	1,324	77	5.8	579	32	5.5	5.7	109
ID	2,156	289	13.4	1,507	205	13.6	13.5	494
IL	17,181	1,015	5.9	12,843	1,712	13.3	9.1	2,727
IN	10,840	470	4.3	7,179	472	6.6	5.2	942
IA	4,236	548	12.9	3,053	729	23.9	17.5	1,277
KS	3,184	287	9.0	1,816	193	10.6	9.6	480
KY	7,102	531	7.5	6,654	359	5.4	6.5	890
LA	6,440	250	3.9	4,999	295	5.9	4.8	545
ME	1,993	252	12.6	1,428	111	7.8	10.6	363
MD	7,602	607	8.0	6,256	705	11.3	9.5	1,312
MA	6,903	855	12.4	4,776	403	8.4	10.8	1,258
MI	22,198	1,964	8.8	14,689	1,771	12.1	10.1	3,735
MN	8,350	749	9.0	6,209	1,145	18.4	13.0	1,894
MS	6,709	264	3.9	7,553	323	4.3	4.1	587
MO	8,729	447	5.1	6,405	386	6.0	5.5	833
MT	2,249	271	12.0	1,261	49	3.9	9.1	320
NE	1,649	173	10.5	1,522	114	7.5	9.1	287
NV	1,179	219	18.6	1,089	178	16.3	17.5	397
NH	582	75	12.9	475	253	53.3	31.0	328
NJ	7,307	536	7.3	4,471	615	13.8	9.8	1,151
NM	2,634	214	8.1	1,683	55	3.3	6.2	269
NY	34,436	1,344	3.9	23,963	1,904	7.9	5.6	3,248
NC	8,232	935	11.4	7,146	970	13.6	12.3	1,905
ND	843	163	19.3	783	67	8.6	18.7	230
OH	22,188	1,318	5.9	14,189	965	6.8	6.3	2,283
OK	4,593	286	6.2	3,152	228	7.2	6.6	514
OR	6,610	669	10.1	4,326	454	10.5	10.3	1,123
PA	[illegible]	1,024	7.0	9,474	1,084	11.4	8.7	2,108

Figure Five (continued)

	Adults			Youth			Total Youth and Adult Handicapped	
	Total	Handicapped	Percent	Total	Handicapped	Percent	Percent	TOTAL NUMBER
RI	1,358	68	5.0	776	35	4.5	4.8	103
SC	6,338	435	6.9	6,309	192	3.0	5.0	627
SD	1,237	138	11.2	966	147	15.2	12.9	285
TN	10,511	727	6.9	7,892	340	4.3	5.8	1,067
TX	17,055	1,225	7.2	13,407	1,033	7.7	7.4	2,258
UT	2,523	355	14.1	2,011	285	14.2	14.1	640
VT	1,307	134	10.3	993	112	11.3	10.7	246
VA	8,043	684	8.5	6,221	685	11.0	9.6	1,369
WA	8,210	981	11.9	6,032	512	8.5	10.3	1,493
WV	3,428	502	14.6	1,614	147	9.1	12.9	649
WI	11,415	1,920	16.8	10,064	2,242	22.3	19.4	4,162
WY	614	86	14.0	481	44	9.1	11.9	130
Am. Samoa	82	1	1.2	122	2	1.6	1.4	3
Guam	199	6	3.0	307	13	4.2	3.7	19
Puerto Rico	6,959	276	4.0	6,659	178	2.7	3.3	454
Trust Territory	211	1	0.5	358	2	0.6	0.5	3
Virgin Islands	241	16	6.6	238	4	1.7	4.1	20
U.S. Totals	394,665	31,771	8.1	292,530	28,374	9.7	8.7	60,145

---

*The 50 states recognize the "Family of One" as eligibility criteria for handicapped youth.

**A person participating in JTPA is considered a positive termination if they:

1) entered unsubsidized employment;
2) entered apprenticeship training;
3) entered non title II training;
4) entered the armed forces;
5) returned to full-time school;
6) completed a major level of education; or,
7) achieved locally established competencies.

***Figures compiled and prepared by:

The President's Committee on
Employment of the Handicapped
Washington, DC 20036
November 12, 1985

Waiver of Income

Each governor can decide the eligibility status of handicapped individuals receiving Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI). Thus, the governor can elect to disregard SSDI and SSI when computing these persons' income to establish their eligibility for program participation. This is an important consideration at the state level. Individuals who have handicaps might not qualify for enrollment in a JTPA program if this waiver is not in place. However, this type of information must filter down to the local PIC and program intake personnel.

Incidence in JTPA Eligible Population

Both the state and local SDA's job training plans address the target populations to be served under JTPA. Targeting within the JTPA eligible population infers that population groups will be given priority for service on the basis of their shared characteristics which contribute to their having difficulty in finding employment and facing barriers to employment. Targeting the handicapped population translates into a commitment at both the state and local levels to serve individuals with handicaps in numbers equal to their incidence in the JTPA eligible population. Generally speaking, in Wisconsin an estimated range of 10-14 percent of the JTPA eligible population are handicapped individuals. It is important to determine if the state and local plans specify that youth and adults with handicaps are to be served on an equitable basis, taking into account their proportion of the eligible population in the SDA.

JTPA and AFDC

States have the option to disregard, for up to six months, income or compensation received from JTPA for Aid to Families with Dependent Children (AFDC) purposes. If a state chooses to implement this policy, eligibility and benefit levels for AFDC dependent youth, including those who are handicapped, will not be affected by income or compensation received from their participation in JTPA. This information has potential for influencing whether or not some handicapped youth decide to enroll in a JTPA program.

Adjustments in Standards and Length of Programs

The national JTPA performance standards can be negotiated at the local and state levels and adjusted by the governor for local SDA needs. The governor has the power to adjust the performance standards for such factors as the characteristics of the client population. Local PICs determine the standards for the length of training programs funded in their SDA. The maximum length allowed by a PIC for a training program (enrollment period) can also be adjusted to accommodate populations most in need, including individuals with handicaps. As a program planner for handicapped youth, attention to the possible need for adjusting performance standards and length of training programs can help to avoid potential problems in meeting local requirements which may result in programs not being considered for funding.

Support Service Cost Waivers

Although the Act requires that a maximum of 70 percent of the Title IIA funds be directed to training activities, the remaining 30 percent of the JTPA funds available to a SDA can be spent on administrative and support services. However, the Act permits expenditures to be made in excess of the 30 percent limitation if the SDA's job training plan proposes to serve a disproportionately high number of participants from groups requiring exceptional supportive services, such as youth and adults with handicaps (Sec. 108). A PIC must request a waiver in the job training plan to be granted by the governor. This is an important consideration for the PIC when developing the local plan to ensure that handicapped youth and adults participating in a program have the necessary services to successfully complete their training.

References

Hawthorne, J. (ed.). (1983). Glossary of terms, acronyms and definitions. Madison, WI: Governor's Employment and Training Office.

Job Training Partnership Act (JTPA), Public Law 97-300, October 13, 1982.

Ruttenberg, S. (ed.). (February 20, 1985). Final "NAB" survey findings about JTPA reinforce upbeat view. Employment and Training Reporter. 16(23), 722.

Ruttenberg, S. (ed.). (May 30, 1984). The technical assistance guide for JTPA summer youth program. Employment and Training Reporter. 15(37), 1008.

Ruttenberg, S. (ed.). (March 20, 1985). Wagner-Peyser ten-percent setaside used most often for special needs. Employment and Training Reporter. 16(27), 847.

The President's Committee on Employment of the Handicapped. (1985). Memorandum: Participation of handicapped people in JTPA. Washington, D.C.

Walker, G., Feldstein, H., and Solow, K. (1985). An independent sector assessment of the job training partnership act - Phase II: Initial implementation. Washington, D.C.: U.S. Government Printing Office.

Wisconsin Department of Public Instruction. (1984). Pre-application process in program year 1984-85. Wisconsin.

Chapter 3

WORKING WITH A PRIVATE INDUSTRY COUNCIL

by

John Gugerty

Knowledge is power. For the professional, advocate or interested citizen who wishes to influence how the Job Training Partnership Act is implemented locally, knowledge of "the system" is crucial. The goal of this chapter is to provide the reader with tools to use in seeking, acquiring, analyzing and synthesizing information which will form the foundation of knowledge needed to exert influence most effectively.

The Service Delivery Area's local Job Training Plan is the key policy document which shapes the type, scope and sequence of services provided thorough the JTPA. This document is also the key blueprint describing which groups, and how many of each, will receive these services. Private Industry Council members make the final decisions regarding the contents of this document before it is submitted to local elected officials and to state level officials for approval. Thus, this chapter focuses on how to communicate effectively with PIC members, when to do so, and what to say. The chapter also provides a guideline to use when analyzing draft copies of the local Job Training Plan.

WORKING WITH A PRIVATE INDUSTRY COUNCIL

INTRODUCTION

In working with the local Private Industry Council, a special educator or other advocate has two basic goals: exerting influence on the PIC, and obtaining services for individual handicapped youth. Specific program elements upon which to exert influence include the following:

1. **location of the JTPA funded programs.** Options include community based efforts administered and conducted by the school, classroom based efforts, and programs carried out by community based organizations.
2. **timing of the programs.** Choices here include programs offered during the school year, during the summer, or both.
3. **type of program or service provided.** The Job Training Partnership Act enumerates more than two dozen program or service configurations which are allowable under the Act. Included are on the job training, classroom based training, customized training, and tryout employment among others.
4. **the types of participants included.** Some PICs are familiar with persons who are disabled. Others are not. An educator, counselor, or other advocate must assess PIC members' knowledge of the needs, characteristics and capabilities of individuals who are disabled, and be prepared to initiate activities which will raise the level of their awareness and knowledge if necessary.
5. **the number of disabled individuals which the PIC plans to serve.** At a minimum, Private Industry Councils should be willing to serve handicapped youth and adults at a level equal to their incidence in the JTPA eligible population. In "family of one" states, most in-school or unemployed handicapped individuals should be able to meet JTPA income eligibility criteria, especially if Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) are disregarded when computing personal income.

An educator's, counselor's or other advocate's second goal in working with PIC members and PIC staff is to obtain services for specific handicapped youth. Such services can be obtained by: a) securing funds to run a program, or b) enrolling the handicapped individuals in programs run by someone else.

Sections II, III, V and VI in this handbook address techniques and examples to use when designing JTPA funded programs specifically for handicapped individuals, or creating programs which include them in significant numbers. The remainder of this chapter focuses on techniques which could be used to exert influence on a PIC.

EXERTING INFLUENCE ON THE PIC MEMBERSHIP

For maximum results, concentrate efforts on the PIC members themselves and the Job Training Plan which each PIC must develop.

To exert influence on the PIC membership, several options are available. Foremost is the opportunity provided by the built-in turnover in PIC membership. By law, members' terms are fixed and staggered, but current members can serve until their successors are appointed. Thus, an advocate may have to seek out information regarding upcoming vacancies from the Local Elected Official(s) for that Service Delivery Area (SDA). PIC members must represent private sector business, educational agencies, organized labor, rehabilitation agencies, community based organizations, economic development agencies, and the public employment service.

Chief local elected officials (LEOs) choose new PIC members. In order to be considered, an advocate must use a locally recognized organization such as the Association for Retarded Citizens, the local office of Vocational Rehabilitation, or others, to nominate a spokesperson for handicapped persons.

After nominating this individual, advocates must lobby the LEO to appoint that nominee. This lobbying effort should include letters from organizations, letters from potential JTPA program participants, and letters or one to one contact with the LEO by influential and respected members of the community.

Figure Seven provides a review sheet to use when assembling key baseline data needed to influence the local PIC.

A second key way to influence PIC members is to provide them with no-cost inservice training.

The value of that inservice training can be judged by the degree to which it answers four crucial but usually unstated questions in the minds of PIC members and PIC staff:

1. "What does the term 'handicap' mean, and who does it apply to?"
2. "How can non-experts determine whether or not proposed services are the most appropriate/needed by handicapped individuals?"

3. "Why should we allocate money to serve handicapped people? They already have their own programs and their own money."
4. "Why should we give schools more money to do what they should be doing already?"

To address these questions, an educator, counselor, other advocate must become knowledgeable about services offered to handicapped individuals in his or her local community, unmet needs, and ways in which JTPA funded efforts could meet those needs. As part of an effective inservice presentation, the following information should be provided:

1. a precise, functional definition of handicap which focuses on "substantial handicap to employment" and excludes minor disabilities which are not vocationally handicapping. Include examples of the service delivery consequences of using a broad working definition of handicap vs. using a precise definition which focuses on individuals who have a substantial handicap to employment.
2. the total number of handicapped youth and adults who need vocational preparation services in the PIC's service delivery area, including the local unemployment rate of handicapped youth and adults.
3. a list of reasons why handicapped youth and adults are not able to be served by "their" agencies or programs. Include a brief description of local programs which provide vocational services to individuals who are handicapped. Specify the types of vocational service or training offered, the number of individuals served by each, the number of people on waiting lists for vocational services, the average number of individuals assigned to each vocational rehabilitation counselor, instructor or other staff person, and other pertinent data to demonstrate the need for additional, JTPA funded, employment training services for individuals who are handicapped.
4. data which demonstrate the vocational potential of handicapped individuals, including job performance data, safety records and turnover rates of employed handicapped persons.
5. examples of their need for specific training in prevocational, work maturity, basic skills and job specific skills which are not, nor cannot, be provided without additional resources by schools or other agencies which serve handicapped individuals.
6. examples of screening/assessment techniques which are appropriate for individuals with various disabilities.
7. illustrations of training techniques which are effective with handicapped youth and adults.
8. examples of effective programs, including programs which coordinate services across agencies.

9. illustrations of:
   - the importance of adhering to the "family of one" concept and excluding Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) when determining whether or not handicapped individuals are eligible for services
   - the importance of insisting that program providers use appropriate performance measurement techniques for handicapped individuals.

EXERTING INFLUENCE ON THE PIC'S JOB TRAINING PLAN

Each PIC must develop a formal Job Training Plan which covers a two year period. This plan is updated before the start of the second year in each cycle. The process used to develop this plan varies from state to state. Some PICs create a committee which develops a preliminary draft of this plan. In other states, a needs assessment segment is developed first, followed by a program segment. An advocate must monitor all phases of the planning process, including the roles played by various PIC committees, if he or she expects to attain maximum influence on its content.

Each PIC must also hold at least one public hearing on the proposed plan and get the chief local elected officials' approval before sending it to the governor for final approval.

To exert influence on the content of the job training plan, and thus on the type, scope and sequence of services provided, an advocate can address his or her concerns to the PIC members, the PIC staff, or the local elected officials who are to sign off on the plan. In order to do this most effectively, an advocate should consider the following steps:

1. Become familiar with the PIC's committee structure, and the membership of these committees. In some states, committees comprised of relatively few PIC members develop draft documents and make recommendations which are then ratified, revised, or rejected by the PIC as a whole.
2. Obtain copies of the federal law itself (PL 97-300), the federal regulations implementing it, the Governor's Coordination and Special Services Plan and the Job Training Plan Guidelines issued to each local PIC by the state agency which administers JTPA. The local PIC and/or the state office which administers JTPA would be the most convenient sources of these documents.

3. Get a draft copy of the PIC's Title IIA and Title IIB Job Training Plans. These may be contained in one document or published separately. Hearings may be separate or combined. In states where plans are developed in segments, such as a "needs assessment" segment and a "program" segment, these portions may have different deadlines for completion and final approval.
4. Review the draft plans.
5. Organize written testimony from all interested organizations and individuals.
6. Present testimony in-person during the public hearing(s).

In reviewing each plan, note:

1. whether or not handicapped persons are to be served, and if so, whether they will be served by all program providers at some minimum level (for example, in accordance with their incidence in the eligible population), by specific programs, or by both.
2. what will be used as the functional definition of "handicapped", and who will make that determination. If a broad, all inclusive definition is used, many individuals will be counted who have relatively minor disabilities which are not real handicaps to employment. This would allow program providers to meet their obligations yet not focus on persons whose disabilities posed substantial handicaps to employment.
3. whether or not "the family of one" eligibility criterion is acknowledged locally and applied to handicapped individuals during the eligibility determination process.
4. whether SSI and SSDI are counted as income when determining eligibility.
5. whether or not youth employment competencies are addressed, and if so whether or not these competencies make provision for people with low reading levels, low math ability, and so forth.
6. whether or not the proposed training plans are likely to be suitable for JTPA-eligible handicapped youth.

Additional questions to ask about the training plan include these:

1. Does the training plan include allowable support services needed by many handicapped youth - including job coaches, post employment support and followup, transportation assistance, and so forth?
2. Does the training plan specifically state what, if any provisions will be made regarding needs based payments to program participants?
3. Does the training plan focus exclusively on short term training, and thus penalize a program provider who wishes to include participants, such as handicapped

persons, who need more intensive training and support services?

4. Does the training plan assign a high priority and allocate specific resources to the hardest to serve, and if so are handicapped people included?
5. Does the local plan contain specific linkages with agencies/ programs which provide services to handicapped individuals?

Figure Eight provides a guide to use when reviewing the local Job Training Plan and preparing testimony for use at the public hearing on that plan.

Although each PIC's local job training plan covers a two year period, the PIC can make revisions if necessary and submit them to the Governor for approval. Thus, if an advocate discovers a serious omission or deficiency in the PIC's job training plan after it has been approved, he or she could attempt to have the PIC correct this problem. The Job Training Partnership Act allows for such revisions, but this effort would obviously increase the workload of both PIC members and PIC staff. Thus an advocate who seeks such revisions has the added burden of convincing several people that the issue in question justifies a temporary but significant increase in their workload, and a possible reallocation of funds which have already been committed to specific programs.

An advocate can also exert influence on the PIC by his or her presence at PIC meetings other than the public hearing. If possible, an advocate should attend all meetings of the local PIC. Contact the local JTPA administrator's office for the date and location of future meetings. Request that your name be added to their mailing list of individuals who are routinely notified of future meetings. As each PIC meeting unfolds, note the concerns expressed by PIC members and PIC staff. Also note the issues they have trouble addressing. Consider whether individual advocates or local advocacy organizations can help the PIC resolve those issues while furthering the goal of improving employment training services for handicapped individuals.

WHAT IF THE PIC IS NOT RESPONSIVE?

In some communities, the PIC may not place a high priority on including handicapped individuals in JTPA funded programs. To correct this situation, interested individuals and advocacy groups should communicate clearly and diplomatically to the following persons, in approximately this order:

1. the PIC's staff
2. the PIC chairperson - directly or through an advocate on the Private Industry Council
3. all PIC members
4. local elected officials
5. Governor's Employment and Training Agency Staff
6. State Job Training Coordinating Council
7. Governor

The advocate's goal is to address and solve the issue at hand. Thus, those closest to the problem should be given the first opportunity to correct it. Only if this "quiet diplomacy" fails should an advocate consider "going public" by involving local level elected officials, state level JTPA administrators, and/or state level elected officials.

When communicating at any level concerning the issues in question, include the following:

1. a specific description of the perceived problem;
2. an analysis of why this is an issue, including data to support that claim;
3. alternatives which could address the problem.

Don't present an option you can't live with. That might be the one picked. Don't speak in jargon. Learn the constraints under which the PIC must operate, and keep them in mind when developing alternatives. Become familiar with the wide range of local programs which are serving, or could serve, handicapped individuals, and include cooperative linkages among the suggested alternatives whenever feasible.

Persistant monitoring and precise, positive feedback to PIC members and PIC staff can be instrumental in developing or improving employment preparation services to handicapped individuals. It is worth the effort.

Figure Seven

Review Sheet for Working with Your Local Private Industry Council

This review sheet can be used to compile essential information into a format which is easily accessible and easily disseminated.

Chairperson of Private Industry Council

Name: ____________________
Address: ____________________
Phone #: ____________________

Chief Staff Person of Private Industry Council

Name: ____________________
Address: ____________________
Phone #: ____________________

Other Staff of Private Industry Council

Name	Job Title	Phone Number

PIC's Committee Structure

Name of Committee	Purpose	Chairperson

Name(s) of PIC members who are familiar with needs/capabilities of persons who are handicapped

Name: ____________________
Address: ____________________
Phone #: ____________________

Name: ____________________
Address: ____________________
Phone #: ____________________

Chief Local Elected Official(s)

Name: ____________________
Address: ____________________
Phone #: ____________________

Name: ____________________
Address: ____________________
Phone #: ____________________

Program Year: __________

Financial Data

Total allocation of IIA adult money for SDA # ________: $ ________
Total allocation of IIA youth money for SDA # ________: $ ________
Total allocation of IIB Summer Youth money for SDA # ________: $ ________

Figure Seven (continued)

Preliminary Draft(s) of Local Job Training Plan

Dates available ____________

Contact person to obtain copy ________________________________

Public Hearing to Solicit Testimony:

Date: ____________________ Written copies required yes ___ no ___
Time: ____________________ Prior request to speak required yes ___ no ___
Location: ______________________

Procedures Used to Allocate Funds

Request for Proposals (RFP) ___________
Bidding process ___________
Sole source contract/grant ___________
Other ___________________ ___________

Eligibility criteria to receive copy of Request for Proposals (RFP) or Bid Specifications: ______________________________________
Contact Person to obtain copy ______________________
Date RFP/Bid specifications are issued ____________
Date proposal/bids are due __________________________

Decision Timetable

PIC staff review of proposals/bids
    Date: __________________

PIC decision meeting
    Date: ________________ Time: ____________
    Location: _________________________________
    Public meeting: yes ___ no ___
    Public comment/testimony allowed: yes ___ no ___

55

Figure Eight

Local Job Training Plan
Review Guide

Target Populations Listed in Plan ______________________________

Are handicapped persons specified as a target group to be served by:

Title IIA adult programs yes ___ no ___ Proposed number and % to be served ________

Title IIA youth programs yes ___ no ___ Proposed number and % to be served ________

Title IIB summer youth programs yes ___ no ___ Proposed number and % to be served ________

Proposed Training Programs

Will handicapped individuals be served by:
all program providers yes ___ no ___
specific programs yes ___ no ___

Level of funding earmarked for handicapped persons:

Title IIA adult: $ __________
Title IIA youth: $ __________
Title IIB summer youth $ __________

Types of training proposed:	**Handicapped persons included:**
1. ______________________	yes ___ no ___
2. ______________________	yes ___ no ___
3. ______________________	yes ___ no ___
4. ______________________	yes ___ no ___

Comments: ____

Procedures to Allocate Funds to Program Providers

Request for Proposals (RFP) ____________
Bidding Process ____________
Sole Source Contract/Grant ____________
Other ______________ ____________

Performance Standards that Program Providers Must Meet

Adult ________% job placement rate
$________maximum cost per placement
$________average per hour wages/placement

Figure Eight (continued)

Youth ________% job placement rate
________% positive termination rate
$________ maximum cost per positive termination

Has the PIC approved competencies which can be used in computing positive terminations for youth?

pre-employment skills yes ___ no ___
work maturity skills yes ___ no ___
basic (education) skills yes ___ no ___
job specific skills yes ___ no ___

If PIC approved competencies exist, review content and performance criteria

content:
suitable for most handicapped participants ___
unsuitable for most handicapped participants ___
variable, depending on participants' disabilities ___

performance criteria:
suitable for most handicapped participants ___
unsuitable for most handicapped participants ___
variable, depending on participants' disabilities ___

Adjustment in performance standards for programs serving those most in need:

requested ____ not requested ____
requested/denied ____ requested/approved ____

Handicapped persons included in adjusted performance standards: yes __ no _
Adjustment in maximum length of training program (enrollment period) available to serve those most in need: Adjustment specified ___ No adjustment specified ___

Definition of Handicapped in Local Plan

Focus on substantial barrier to employment: yes ___ no ___
Precise definition __________. Broad definition ____________.

Accepted sources of Definition of Handicap:
Participant Self Report ____
Private Industry Council Staff ____
Special Education ____
Vocational Rehabilitation ____
Job Service ____
Other ______________ ____

Eligibility Criteria for Enrollment in JTPA:

"Family of One" status recognized when computing income of handicapped person yes ___ no ___

Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) disregarded when computing handicapped person's income: yes ___ no ___

Figure Eight (continued)

Eligibility criteria for enrollment in specific programs yes ___ no ___
If "yes",

	Entrance Requirements				
Name of Program	Math	Reading	Work Hist.	Time Limit	Other

Intake Procedures Used to Enroll Participants

Single Point of Entry ___
Multiple Points of Entry ___
Assessment yes ___ no ___
Is assessment suitable for most handicapped applicants? yes ___ no ___
Changes need to improve validity: ___

Support Services
Support service funds allowed yes ___ no ___
Total amount available $ ___
Maximum per person: yes ___ no ___ amt. ___

Allowable support services (transportation, meals, needs based payments, etc.):
___ ___

Eligibility criteria to receive support services:
___
___

Job Placement Assistance
Provided ___ Not provided ___
If provided, is it provided by:
separate program ___
individual program providers ___

Name of programs which include job placement assistance: ___
___

Post Program/Post Placement Followup
Provided ___ Not provided ___
Monitoring only ___
Participant support/coaching ___

Figure Eight (continued)

Coordination with Other Agencies

Specified ______ Not specified ______

If specified, list services which are coordinated:

Agency Name	Financial Support to Participants	Job Placement	Followup	Other
Vocational Rehabilitation				
Job Service				
County/State Developmental Disabilities Office				
Sheltered Workshop				
Mental Health				

Background Data for Use in Testimony at Public Hearing

Number of JTPA eligible handicapped persons in Service Delivery Area: ________

Number of Unemployed handicapped persons (if different from above): ________

Number of handicapped in-school youth ages 16-21

in your school: ________

in Service Delivery Area: ________

Other programs, not funded by JTPA, which provide vocational services to handicapped individuals in your SDA:

Name of Program	Services Offered	# Served	# on waiting list	Ratio of staff to Client/Student

59

Chapter 4

WORKING WITH BUSINESS AND INDUSTRY

by

Barbara B. Dougherty

The Job Training Partnership Act (JTPA) implies collaboration between schools and the business community. Employers can exert great influence on the funding and successful outcomes of JTPA programs for youth with handicaps. In working with the JTPA, school-business partnerships are particularly in order. Successful collaborative relationships and partnerships exhibit similar key factors. To take heed of these factors can help to increase the strength of a school-business partnership.

This chapter focuses on the type of information employers believe will facilitate more successful school and business partnership within the JTPA framework. The information and suggestions provided by employers center on what to watch out for and be aware of, information to obtain and strategies to use in providing handicapped youth with work experience and skill training.

WORKING WITH BUSINESS AND INDUSTRY

INTRODUCTION

One aspect of the Job Training Partnership Act (JTPA) is the emphasis on collaboration between schools and the private sector in the job preparation of youth who are in special need of training to obtain productive employment.

Employers through their membership on local Private Industry Councils impact greatly on local JTPA funded programs. Knowing employers views can be crucial to program success. Employers have stated a high regard for work habits and positive attitudes. These are considered essential ingredients for success on the job. Current studies show that students who have contact with employers through their school programs appear likely to develop positive work habits and attitudes (Sherman, 1980). By providing students with opportunities in the work place, business can expect to fill many entry-level positions with post high school youth, including their handicapped peers who exhibit these characteristics. The JTPA is designed to assist business in providing youth with work place opportunities.

Many students, handicapped and non-handicapped, with work experience in business and industry find it easier to obtain employment following their high school experience. This is due in part to their ability to establish an employment record after participation in supervised work related activities. In addition, program activities such as those fundable through the JTPA can improve their awareness of careers and occupational possibilities.

SUCCESSFUL COLLABORATIVES

Recent studies have focused on factors that contribute to successful collaborative relationships which can help increase the strength of school-business partnerships under the JTPA. Findings suggest that a single individual may be the key to initiating and maintaining effective collabortive relationships. This person usually has a deep commitment to the collaborative relationship and can effectively communicate with both education and business. This individual can sense what contributes to the success or failure of a partnership and understands the roles of persons involved in the joint effort (Sherwin, 1982).

Effective business and education collaborations initiated through the JTPA demand a sizable investment of time and energy. The individuals involved should be actively committed participants in the partnership. Each successful endeavor facilitates continued and increased support. Initiating new JTPA collaborative efforts for employment training of handicapped youth becomes easier after one successful effort has been achieved.

CONSIDERATIONS FOR WORKING WITH THE LOCAL BUSINESS COMMUNITY WITHIN THE JTPA FRAMEWORK

Employers are a ready source of information to assist school personnel in initiating and maintaining the JTPA collaborative relationships. Employers can provide information and suggestions consistent with their experience and observations. A selected group of employers and individuals who work closely with the business community in the employment of handicapped persons offered the following information and suggestions through a survey. This employer survey was conducted in order to obtain information and suggestions that would assist educators in conducting their JTPA funded programs for handicapped youth (Dougherty, 1984). The employers' input focused on job development, job placement, and related program success factors.

Job Development

1. To the private sector, employees are a human resource investment that demands a return. The "bottom line" of business is profit. Productivity interests employers. Educators need to understand the profit motive.
2. Employers need to be sold on the concept of hiring youth who are handicapped. In doing so, educators should state the benefits and incentives (tax incentives such as targeted Job Tax Credits/On-the-Job Training, etc.) but not use the issue of civic responsibility. Educators need to stress information relative to the success of handicapped individuals who currently hold jobs: reliability, production levels, average hourly wages, etc.
3. Many employers know little about the characteristics of persons who are handicapped. Educators should be aware of individual business and employment philosophies regarding the hiring of persons with handicaps. Employers may have questions which need to be addressed. Such questions are usually in the area of

attendance, safety, insurance, productivity, coworker acceptance and facility modifications, etc.

4. Legal constraints and affirmative action policies in hiring handicapped individuals cause employers concern and can be potential problems. Educators should be able to inform employers about these matters so that they can operate from a sound information base and keep free from being caught up in legal entanglements.

5. Differences exist between small and large businesses and from business to business. Before contacting an employer, educators should learn about the business operation and standards, employees' skills and responsibilities, and the existing job opportunities within that organization.

6. Business and industry structures differ in regard to whom to contact about potential placements. It is best for the educator to deal directly with the person having hiring authority - for example, the personnel manager or the plant manager.

7. A number of agencies and groups within a community may serve the work related needs of individuals who are handicapped. Employers dislike duplicate contacts. An educator needs to identify personnel in the school system and outside agencies who have job development responsibilities and coordinate efforts with these persons. One should meet regularly with these individuals to share information and provide support.

8. Timing can be critical in contacting many employers about potential job placement opportunities. Their need for employees may be seasonal. Contacts made by an educator during exceptionally busy times may result in a "put-off" by the employer. These "put-offs" need not be interpreted as an absolute lack of interest. A meeting can be rescheduled with the employer at a more opportune time.

9. An educator's conversations with employers need to be appropriate. Comments should be tailored to employers' needs and state clearly what one wishes to achieve.

10. Educators need to know the employer groups in the community such as the Lions Clubs, Rotary, etc. and develop linkages to them by such activities as presenting at their meetings. Employers can meet youth in both formal and informal situations to become acquainted and exchange information. Employers may wish to share resumes of the youth with their business colleagues.

11. Effective employers should be recognized in a public way. Awards can be presented to honor good employers.

Job Placement

1. Business does not want to lower standards, decrease profits, or reduce service when hiring handicapped individuals. They want honest on the job performance from people who will help them maintain their standards.

2. Employers expect certain behaviors and performances from their employees. Educators need to determine the skill level requirements for the

existing jobs and find out what specific abilities are required of entry level employees. Potential student placements' skills should be brought up to the standards of the job. Do not expect to lower the job standard for a student. Educators can use employer surveys to determine program training components. Employers may expect handicapped youth to know how to make decisions on the job to keep production going.

3. Student placements should have adequate basic skills and knowledge of the world of business. Employers expect the school system to assure this. Many business personnel believe that social skills, work attitudes, and behaviors as well as basic academic skills are as important, if not more so, than the specific job skills of a job applicant. Educators need to find out if an employer provides any training to new employees and, if so, what this entails.

4. Employers expect the school to conduct a realistic assessment of students' abilities, train them accordingly, and make sure that they are qualified for the jobs which they seek.

5. Employers look for flexible individuals to hire. Students need to learn flexibility, not only structured job skills. Flexibility and adaptability on the part of employees are key skill requirements.

6. Educators must know their potential placements well. Good pre-screening is essential. Educators need a feel for whether or not a particular person will fit into a specific work environment. Educators should develop the ability to gauge employers' needs. One unhappy experience may prevent an employer from considering handicapped individuals for future job openings.

7. Educators need to determine the essentials of a business before taking or sending a potential placement for an interview: 1) find out the job requirements, 2) assess the work tasks to be done by the student and the responsibilities of the job, 3) review the work environment and 4) thoroughly brief the student at the work site on the job to be done and have him or her view other employees in action.

8. Employers want an accurate and concise profile of a potential placement. Employers want to know an individual's strengths and weaknesses; dependability; social, vocational, and academic skills; upward mobility potential; etc. No surprises on the job, please.

9. Educators need to consider the impact that the student placement will have on the rest of the work force within a business. Someone may need to orient the supervisor or coworkers as to the student's disability and his or her role on the job. It is important to have concern for such factors as safety for both the handicapped youth and his or her fellow employees.

10. Educators should be prepared for the successful short-term orientation of a student for a particular job. Businesses may think about hiring on a few days notice.

11. Handicapped youth must be able to "hold-up" their share of the work on the job. On the job follow-up support is essential. Students should not receive special treatment on the job. The immediate supervisor should set goals and standards for the student placement.

12. Employers may stress the need for follow-up and support services after placing a handicapped individual on the job.

13. An educator's responsibility should include regular calls and on-site visits to monitor a student's progress. Employers can also provide input on student progress. Educators should respond quickly to employer requests for information, assistance, and support in line with the employer's schedule. Employers may suggest using the team concept (employer, school counselor, special educators, and parents working together) to deal with behavior problems and other concerns as they arise.

14. Employers appreciate feedback on how the job is affecting a student's socialization progress and his or her academic work.

15. Employers may have reasons or objectives for hiring individuals who are handicapped. Educators need to be aware of these reasons or objectives but hard sell tactics are out.

Other Issues and Success Factors

1. Youth who complete a successful work or job training experience deserve a certificate of achievement. This document could include specific competencies and skills acquired by the student. Employers can be asked to write recommendations for their students which can be used in applying to other businesses for permanent employment.

2. Some employers believe educators should focus their efforts on securing permanent employment for students after their work experience is completed. When students retain the training and skills they have obtained their work experience is worthwhile and of personal value to them.

3. The personality of the educator is a factor in working with employers. It is important that he or she be able to relate effectively to the business community. It is recommended that the educator responsible for placement be available all year and over a period of years, if possible. This becomes a factor because of his or her accumulated knowledge and understanding of the individual business operation.

4. Employers would like to see school placement personnel establish a good rapport with business. Therefore, frequent telephone calls and visits to business are essential to maintaining communication. Employers also suggest that school administrators contact business on a regular basis to strengthen the working relationship between the school and business community.

5. Some business personnel believe that educators lack an awareness of job training programs and their purpose. Additionally, many educators have identified areas of employment needs not specific to their local community. Educators need to identify community employment needs and prepare handicapped students to fulfill these needs.

6. Educators need to be aware of support services available from community agencies which assist in the employment of students who are handicapped. Linkages to service providers contribute to the effective and efficient use of resources.

7. Educators need to be aware that business dislikes extensive paperwork. Educators should keep paperwork at a minimum, focusing only on that which

is essential and where necessary "walk" the employer through the paperwork process.

8. Educators should contact regularly potential employers/work experience supervisors to nurture and enhance opportunities for placing students on the job. Both telephone calls and on-site visits are in order. These efforts are important for maintaining positive employer relationships.

References

Dougherty, B. (1984). Employer survey. Madison, WI: Vocational Studies Center, University of Wisconsin-Madison.

Sherman, S. (ed.) (1983). *Education for tomorrow's jobs*. Washington, D.C.: National Academy Press.

Section II

Considerations for Proposal Development

CHAPTER CONTENTS

Chapter 5: Enhancing JTPA Programs through Partnerships and Agreements . . . 63

- Introduction 65
- Mandated Coordination of Effort 65
- Advantages of Cooperation 66
- Lessons from the Past 66
- Just What is an Interagency Agreement? 67
- States Can Make a Difference 68
- The Educator's Role in the Partnership 68
- Parents in the Partnership 69
- Perkins Act Mandates 70
- Local Level Application 70
- Future Partnerships and Agreements 72
- Examples of Agreements 72
    - Example One: 1984-86 Implementation Plan For the Cooperative Agreement Between Vocational Rehabilitation, Vocational/Technical Education, Secondary Vocational Education and Special Education in Minnesota 73
    - Example Two: Hannibal, Missouri Vocational Rehabilitation and Service Delivery Area II . . 75
    - Example Three: County of Sonoma and Sonoma County Office of Education Agreement for Job Training Services 81
    - Example Four: Linkage Agreement 101
- References 103

Chapter 6: Developing JTPA Performance Based Proposals 105

- Introduction 107

Continued ►

Chapter 6: (Continued)

Content and Format of Performance Based Proposals . . 108

Performance Based Contracting 110

- Example One: A JTPA Performance Based Proposal—Private Industry Council of Contra Costa County 113

References 144

Chapter 5

ENHANCING JTPA PROGRAMS THROUGH PARTNERSHIPS AND AGREEMENTS

by

Lloyd W. Tindall

Partnerships and agreements are clearly intended to be implemented at the local level to carry out the intent of the Job Training Partnership Act. The private sector is to be a "full partner" with the locally elected officials in meeting the needs of the JTPA program participants and local employers. Educators participating in JTPA programs will need to develop partnerships and agreements with the private sector as well as other school and community based organizations in order to meet the employment and training needs of handicapped youth.

Private Industry Councils are mandated to provide a coordinated delivery of services to their service delivery areas. In order to accomplish this coordination, each individual JTPA program will need to develop and implement collaboration activities and agreements to assist in carrying out their program objectives.

This chapter provides information on how to meet the coordination demands of the JTPA legislation and gives examples of agreements which have been developed by four successful service providers.

ENHANCING JTPA PROGRAMS THROUGH PARTNERSHIPS AND AGREEMENTS

INTRODUCTION

Congress envisioned a comprehensive integrated delivery system when it designed the Job Training Partnership Act. The JTPA title implies a partnership in the development of job training programs. The broad membership requirements of the State Job Training Coordinating Council and the makeup of the Private Industry Councils (PICs) create a climate of cooperation. A majority of the PIC membership must come from the private for profit sector. Secondary, postsecondary schools, vocational rehabilitation, community based organizations and many others must participate.

The Vocational Education Act of 1963 and the Higher Education Act of 1965 are cross referenced by the JTPA. Coming from outside of the JTPA, the Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524, mandates close coordination with the JTPA.

MANDATED COORDINATION OF EFFORT

Private Industry Councils' Job Training Coordination Plan must be approved by the Governor. The plan must establish criteria for coordinating activities under the JTPA with programs and services provided by state and local education and training agencies. Such agencies include vocational education, public assistance, employment service, vocational rehabilitation, postsecondary institutions, economic development agencies and such other agencies as the Governor determines to have a direct interest in employment and training and human resource utilization within the state [Sections 105(b-1)E and 121(b-1)].

Private Industry Councils are therefore mandated to provide for a coordinated delivery of services to their Service Delivery Areas. The mechanism is in place to demand that service providers document their coordination of efforts. Such coordination will enhance the effectiveness of JTPA programs to handicapped youth.

ADVANTAGES OF COOPERATION

Cooperative and coordinated activities are not necessarily new concepts to agencies serving handicapped youth. Coordination is essential and profitable to both agency personnel and handicapped youth. JTPA program participants need to improve existing cooperative activities and search out new avenues for coordination. The following list enumerates some advantages to cooperation.

1. coordinated use of funds - more cost effective
2. elimination of duplication
3. participants can take advantage of shared services such as assessment
4. overall quality and diversity can be enhanced
5. youth can be served who would not normally be served
6. a continuous flow of services can be developed
7. rapport and attitudes can be improved between educators and private sector personnel

LESSONS FROM THE PAST

Lessons learned from the past job training and employment programs have shown that a collaborative approach is necessary for the smooth and efficient delivery of services to needy populations. Collaboration among special educators, vocational educators, school administrators, relevant community agencies and others is essential in accessing JTPA funds. The objective of the collaborative effort is to help handicapped students receive job training and employment services through the JTPA. A national study of ten exemplary secondary schools which utilized multiple funding sources and coordinated efforts among special and vocational education and vocational rehabilitation was made by Ashby and Bensburg (1982). The following activities were found to be common in the successful implementation of interagency agreements.

1. A broadly based interdisciplinary team from participating agencies was established.
2. Team members from participating agencies agreed upon a plan of action.

3. The identification of the handicapped students was initiated immediately.
4. Team members spent considerable time in developing community relations and the education of the community concerning the interagency approach.
5. Each agency did its task to keep students moving through the program. Several individuals cooperated to coordinate the flow of handicapped students through the program. Someone was assigned to follow each student through the program.
6. There was a continuous sharing of information.
7. A multidisciplinary approach was used in making decisions.
8. School based teams coordinated closely with administrators.

Tindall, L.W., Gugerty, J. and others (1982) completed a national study on the development and implementation of effective linking strategies. The study researched 1) the development and maintenance of local agreements; 2) the role of the IEP and IWRP in linkage agreements; 3) cost considerations; 4) inservice training to implement and sustain interagency linkages; and 5) implementation of agreements and the evaluation of agreements. An overall finding of the study was that in most instances the success or failure of programs to educate, train and employ handicapped youth was to a large part due to the success of the interagency agreement.

JUST WHAT IS AN INTERAGENCY AGREEMENT?

An agreement may be developed between two or more parties who wish to work together to improve services or provide services to a given population. Agreements may be of the written, informal types or a written policy statement which establishes the terms and conditions of cooperation. Both formal and informal agreements can be successful.

Specific issues to be addressed in a local written agreement include but are not limited to:

1. administrative relationships
2. referral procedures
3. service provisions

4. financial responsibility
5. method of information exchange
6. functions of operating personnel.

Baumheier, 1975, p. 28.

In addition, formal agreements should be dated and contain provisions for regular monitoring, evaluation and problem correction procedures.

STATES CAN MAKE A DIFFERENCE

State level agencies can have a definite impact on the cooperation climate in their state. The Wisconsin Governor's Employment and Training Office for instance waives Social Security Income and Social Security Disability Insurance payments in determining JTPA eligibility requirements. Wisconsin also mandates service by the incidence of handicapped people in the Service Delivery Area. This means that the Private Industry Councils must determine the incidence of handicapped youth in their population and then provide funding and/or training slots accordingly.

California has developed an inventory of state programs and resources. By reviewing the inventory, officials can then coordinate new programs and avoid duplicating old programs. States can also mandate that state education grants be coordinated with the JTPA and other agencies. States have an obligation to develop comprehensive policy and statements of coordination and training plans.

THE EDUCATOR'S ROLE IN THE PARTNERSHIP

The Job Training Partnership Act provides educators with an opportunity to cooperate with business and industry to meet the employment and training needs of handicapped youth. It is an opportunity to provide an effective means of transitioning handicapped youth into the world of work. Educators and employers who have successfully implemented JTPA programs are enthusiastic about the results. Educators like the new rapport which is being established with the business sector and employers appreciate more appropriately trained employees.

Educators need to coordinate services in order to be eligible for JTPA funds. The objective of coordination is the more efficient use of time, facilities and monitary resources. Coordination activities should be initiated with those agencies which can contribute to the job training and employment preparation needs of handicapped youth.

These agencies include the special, vocational and general education agencies in the school system. Coordination of agencies in the community should include vocational rehabilitation, community based organizations and advocacy organizations. Coordination and cooperation with employers and the business community is a must. Section Five contains a wide variety of JTPA programs which can be reviewed to identify coordination activities.

PARENTS IN THE PARTNERSHIP

Parents can play an active role in helping handicapped youth become a part of the Job Training Partnership Act. The possibility of a handicapped youth participating in a JTPA program can be enhanced by parent activities. Activities in which parents can become involved are listed below.

1. See that an appropriate vocational assessment of the handicapped youth is included in the Individualized Education Program. This assessment should include vocational aptitudes and interests and should reveal the basic skills, work maturity and job specific skills needed to obtain and retain employment.
2. Ascertain the handicapped youth's JTPA eligibility. Is the youth eligible as a "family of one"? (See Chapter Two.)
3. Work through an advocacy organization such as an Association of Retarded Citizens or Association for Children with Learning Disabilities to inform the local Private Industry Council of the employment and training needs of handicapped youth. Be an active participant at the PIC meeting. (See Chapter Three.)
4. As an individual or a member of an advocacy group, check to see that the local schools are aware of the possibilities of JTPA school year and summer programs to serve handicapped youth. Encourage schools to make use of JTPA resources.
5. Work as an individual or a member of an advocacy group to inform the local business community of the

employment and training needs of handicapped youth. Encourage their participation in JTPA programs.

6. Consider the possibility of becoming a PIC member (See Chapter Three.)
7. Become informed of the mandated vocational education coordination activities under the Perkins Act. (See the following narrative.)

PERKINS ACT MANDATES

The Carl D. Perkins Vocational Education Act mandates the collaboration of vocational education and the Job Training Partnership Act at the state and local levels. One of the purposes of the Act is to:

> Promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States.
>
> Part B, State Organizational and Planning Responsibilities Sec. 111 E. states, "The responsibilities of the State Board shall include - the adaption of such procedures as the State Board considers necessary to implement State level coordination with the State Job Training Coordinating Council to encourage cooperation in the conduct of their respective programs.
>
> State boards of vocational education State vocational plans will be reviewed by the JTPA State Job Training Coordinating Council.
>
> Sec. 113 (B) states that the "planning periods required by paragraph (1) of this subsection shall be coterminous with the planning program periods required under section 104(a) of the Job Training Partnership Act. Other Perkins Act Coordination activities include the linkage of authorized data systems, occupational information systems, and information basis of such systems. The Act also allows the use of complementary funds in the development of vocational programs.
>
> (Sec. 2)

LOCAL LEVEL APPLICATION

In order to avoid program duplication, local applicants desiring to receive assistance under the Perkins Act must provide the State Board for

Vocational Education with a description of their coordination with relevant programs conducted under the JTPA and the Adult Education Act. Each such local application shall be available for review and comment by interested parties, including the appropriate administrative entity under the JTPA (Section 115).

Local school districts participating in the Perkins Act must notify handicapped youth and the parents of handicapped youth of the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are generally available in the State. This notification in no event can be later than the beginning of the ninth grade. Notification must include the requirements for eligibility for enrollment in such vocational education programs.

Each handicapped or disadvantaged student who enrolls in vocational education programs shall receive:

1. assessment of the interests, abilities, and special needs of such students with respect to completing successfully in the vocational education program.
2. special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs in number one.
3. guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such services.
4. counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

(Sec. 204)

The implication and mandate of the Perkins Act are that vocational education and JTPA programs which serve handicapped youth or disadvantaged youth must be coordinated. Basic remedial skills and pre-training skills are acceptable for funding under the Perkins Act. These categories of skills are closely related to the JTPA Youth Competencies of basic skills, pre-employment and work maturity skills and job specific skills. The Perkins Act recognizes the role of the community based organizations. This linkage with the Perkins Act will strengthen vocational ties with CBOs in serving handicapped youth. A means has been provided by the JTPA and vocational act to jointly fund coordinated projects for handicapped youth in local level situations. Special and vocational educators and others need to work cooperatively along with employers to help handicapped youth take advantage of the mandates of the Carl D. Perkins Vocational Education Act.

FUTURE PARTNERSHIPS AND AGREEMENTS

Descriptions of successful JTPA funded programs for handicapped youth in Section Five of this handbook contain examples of partnerships and agreements. These partnerships and agreements contribute much to the success of the projects. Private Industry Councils have spent much of their time and energy in the start up phase of the JTPA in implementing the basics of the Act. They will undoubtably be spending more time and resources in the future in the development of partnerships and agreements. The mandates of the Perkins Act will strengthen the delivery of services to handicapped youth under both JTPA and vocational training institutions. Applicants who are applying for Perkins Act or PIC funds need to show that they have developed workable agreements with both the public and private sectors.

EXAMPLES OF AGREEMENTS

The examples on the following pages are provided to show some of the types of agreements which may be developed to assist in the implementation of JTPA programs.

Example One provides an illustration of a cooperative agreement among Vocational Rehabilitation, Vcoational/Technical Education, Secondary Vocational Education and Special Education in Minnesota. Example Two is a non-financial agreement between a Vocational Rehabiliation Agency and a Service Delivery Area for Missouri. Example Three is an agreement between the administrative entity for a Service Delivery Area and a local office of education in California. An illustration of an agreement between a large Service Delivery Area and vocational rehabilitation can be seen in Example Four.

Example One

1984-86 Implementation Plan
For the Cooperative Agreement Between
Vocational Rehabilitation, Vocational/Technical Education,
Secondary Vocational Education and Special Education
in Minnesota

GOAL: To develop, promote and implement standards for the continued provision and coordination of vocational rehabilitation (VR), vocational/technical education (VTE), vocational education (VE), and special education (SE) services in Minnesota so that a transition from school to work system for all handicapped persons is established or improved at the community level.

OBJECTIVES: A. To continue to promote:

1. The coordination of referrals, assessments and program services to students/clients who are beginning to make their transition from school to work.

2. The involvement of vocational rehabilitation counselors and all other involved agencies in the staffings of LEA secondary school-age students/clients eligible for transition services, and

3. The joint development of individual education plans (IEP) and individual written rehabilitation progrm (IWRP) with other interested agencies and parents so that each student/client has an individualized transitional plan.

B. To clarify the definition of transition services for Minnesota's handicapped students/clients.

C. To clarify overlapping eligibility criteria for agencies.

D. To reevaluate, clarify and coordinate the provision of services as outlined in Attachment A of the Interagency Cooperative Agreement in terms of the new emphasis on transition services.

E. **To promote the establishment of local interagency committees which include Local Education Agencies (LEAs), Vocational Rehabilitation (VR), Vocational/Technical Education (AVTIs), Job Training Offices (JTPA), State Services for the Blind (SSB), Developmental Achievement Centers (DACs) and other Developmental Disabilities grant recipients, parents, rehabilitation facilities and other providers of services to handicapped youth/adults.** [Bold face added]

F. To promote the development of local cooperative agreements between providers of transition services.

G. To establish and implement an evaluation mechanism that will monitor the effectiveness of this agreement.

Example One (continued)

ACTIVITY	TIME LINE	WHO RESPONSIBLE	MATERIALS/ RESOURCES NEEDED	EVALUATION CRITERIA
1. To assist and facilitate agencies' applying for "Transition from School to Work" federal grants	Summer, 1984	Interagency Committee	Federal Grant	All grants were submitted in a timely manner according to Federal Regulations
2. To establish an on-going Advisory Committee utilizing members of the Interagency Committee to assist those projects funded under "Transition" federal grants	December, 1984	Expanded Interagency Committee	Grant Project Materials	Project evaluation is completed
3. To co-sponsor the "Bridging the Gap from Home to School to Work", a Minnesota Association for Persons with Severe Handicaps (MNASH), the Developmental Disabilities Program Office and the State Job Training Office	November 15-16, 1984	Interagency Committee and other agency representatives	National and local speakers and information	Conference Evaluation results indicate transition info was disseminated
4. *To expand the membership of the Interagency Committee to include representatives from the Developmental Disabilities Program Office, the State Job Training Office, State Services for the Blind, and a parents' organization to review and revise the Cooperative Agreement* [italics added]	Fall, 1984 to June, 1986	Interagency Committee	Cooperative Agreement	Cooperative Agreement is revised
5. To plan, prepare and support all activities regarding a Transition Partnership Conference whose goals are to: 1) define Transition; 2) identify problems and strategies; 3) provide policy direction/ redirection; and 4) plan for local/regional/state service delivery	January 16-18, 1985	Expanded Interagency Committee	Goal statements and local data	Minnesota Transition policy is set and plans disseminated
6. To explore methods for making Education and Rehabilitation data systems for handicapped persons more compatible with each other and to become aware of other agencies' data systems	Spring, 1984 to June, 1986	Norena Hale (SE); Ron Koebnick (VE); Ken Lundquist (VR); Lloyd Petri (SBVTE); Kim Rezek (VR)	Agency data	Data systems are revised to reflect coordination efforts
7. To assess and/or survey the extent and nature of local arrangements between all agencies involved in providing Transition services to handicapped youth	Spring, 1984 to June, 1986	Expanded Interagency Committee	On-site visits and Survey Instrument	A catalog of local programs is developed
8. To provide technical assistance as requested to LEAs, VR, AVTIs, JTPA, DACs and other interested agency staff who are, or may be involved in providing transition services to handicapped youth	On-going as requested	Designated Committee members	As needed	Local agreements are developed and disseminated
9. To continue clarifying/revising the Agreement to provide direction to all agencies providing services to handicapped youth/ adults	Meet ten times per year	Designated Committee members	Agreement and its Attachments	Modifications, information completed and disseminated on a regular basis
10. To process necessary amendments to Agreement and/or its Attachments	As needed	Designated Committee members	Agreement and its Attachments	Modifications, information completed and disseminated in a timely manner

Example Two

Hannibal, Missouri Vocational Rehabilitation and Service Delivery Area II

NON-FINANCIAL AGREEMENT

between

Area II Development Corporation

and

Division of Vocational Rehabilitation

I. Purpose:

To improve service delivery processes for mutual clients through the better facilitation of the linking and network of mutual services, by utilizing and maximizing existing client resources, and by improved communication among the service deliverers. This Agreement is non-financial in nature and does not commit either Agency to expenditures of funds except as developed and authorized by each Agency as it interacts with specific services.

II. Liaison Designation and Obligation:

Each Agency will designate a staff person to function as the key resource person for each respective Agency.

DVR Liaison - ______________________________
Full Name Title Telephone #

JTPA Liaison - ______________________________
Full Name Title Telephone #

The prime responsibility of the DVR and JTPA liaisons is to facilitate and maintain effective communication between the Agencies.

The JTPA and DVR liaisons (or designated representatives) will meet at least quarterly at interagency meetings to exchange information on related client services and programming and to promote interaction among staff. All publicly released information from either Agency will be shared with the other Agency.

The JTPA and DVR liaisons will inform each other of formal in-service training programs and/or meetings that may assist the other in working with that Agency. They will also provide training, as needed, to each other's agency staff on his agency's policies and procedures and keep the other agency informed of agency policy changes and/or staff changes.

The SDA Program Administrator and DVR agree to use a referral system for respective clients as outlined in the Referral Section of this agreement.

JTPA and DVR staff will discuss all aspects of client services on an individual client basis.

III. Identification of JTPA and DVR Service Overlap:

JTPA	DVR
Employment and Training	Employment and Training
Classroom training	Vocational/Educational training
On-the-Job training	On-the-Job training
Work experience	Work adjustment training
Employment assessment	Secondary work experience
Job development, placement & referral	Job development, placement & referral
Vocational counseling	Vocational counseling
Follow-up/Post-employment	Follow-up/Post-employment
	Physical and Mental Restoration
	Corrective surgery
	Therapeutic treatment
	Hospitalization
	Prosthetic or Orthotic Devices
	Eyeglasses (if one of multiple services to a client)
	Diagnosis and treatment of mental and emotional disorders
Supportive Services	Supportive Services
Needs-based payments for child care, transportation, etc.	Maintenance
Participant wages	Interpreter services
	Occupational licenses
	Transportation
	Technological aids
	Business management assistance

As can be seen, the areas of greatest overlap are the employment and training services. JTPA's program emphasis is on the provision of direct vocational training and employment, with other related services seen as supportive.

Although the major portion of DVR's program emphasis is also back-to-work services, physical and mental restoration is a major service category for DVR.

These services are available when client is determined eligible. The counselor of JTPA or DVR should call the liaison person of the other agency to discuss the services desired, prior to sending the participant to that agency.

JTPA and DVR staff will undergo joint training on screening to ensure appropriate referral of clients.

IV. Client Information:

JTPA providers and DVR agree to mutual exchange of client information, including financial, when requested by liaison persons.

CONFIDENTIALITY OF INFORMATION: DVR and JTPA are prohibited by law from disclosing the contents of any records, files, correspondence, or communications, except for purposes directly connected with the administration of its programs. Thus, the need for written Releases of Information, signed by the client, exists prior to either Agency exchanging information about clients or potential clients.

V. Referral Procedures:

Both agencies share the responsibility of making referrals to the other.

JTPA intake staff may refer to DVR all persons suspected or known to have a physical, emotional or mental disability. A referral form must be completed (sample attached). This will be for handicap verification and DVR services, if appropriate.

DVR agrees to conduct interviews with all persons they feel would benefit by entering into academic and/or vocational training programs offered through JTPA accompanied by a copy of the DVR verification of handicap and referral form.

JTPA agencies agree to accept all applications from DVR and provide eligibility determinations, assessment, and evaluations.

JTPA agencies and DVR agree to complete referral reports for each other to provide a follow-up and tracking system with established timeframes for responses to other agency on each referral.

VI. Client Staffings:.

JTPA and DVR staffs agree to mutually participate in team staffings to develop appropriate programs and/or services for the JTPA/DVR clients, on an individual basis as needed.

VII. Mutual Programming:

SDA program deliverers agree to give consideration to JTPA eligible DVR clients in activities of academic and/or technical training, and/or on-the-job training programs.

a. In cases where the individual is receiving assistance from the other agencies or resources, a joint staffing of other agencies involved will be arranged at the discretion of the liaison personnel before individual approval is made.

b. DVR agrees to provide DVR-JTPA participants any or all of the following:

1. Counseling and guidance
2. Monitoring of client progress reports and grade transcripts
3. Vocational and academic testing
4. Supplemental and/or full training assistance*
5. Psychological and medical diagnostics
6. Physical restoration services as needed*

c. Similar Benefits will be utilized when available.

(*Demonstration of financial need required)

VIII. Job Placement:

Placement into meaningful unsubsidized employment is the goal for both JTPA and DVR. Both agencies agree to jointly promote job development, placements, and follow-up of all co-sponsored clients.

IX. Administrative:

Both parties agree that acceptance of this Agreement signifies compliance with Title VI of the Civil Rights Act of 1964 and 1966 to the end that no person in the United States shall on the grounds of race, color, sex or national origin, be excluded from participation in, be denied the benefit of, or be otherwise subjected to discrimination under any program or activity.

Further, it is mutually agreed, that no otherwise qualified handicapped person shall be excluded from participation in, or be otherwise subject to discrimination because of said handicap as required by Section 504 of the Rehabilitation Act of 1973, as amended.

Finally, it is agreed that the Missouri Discriminatory Employment Practices Act, codified as Sections 296.010 to 296.070 of the Revised Statutes of Missouri, is binding upon both parties of this agreement. The provision of the DEPA, without verbatim recital in this document, are made a part of this agreement through incorporation by reference.

SDA administrators and DVR agree to abide within the policies, regulations and/or procedures of each Agency.

SDA administrators and DVR agree to provide each other's agency with reports officially required by that Agency.

This agreement shall be in effect from ________ through ________ and can be dissolved by either party with a written notice thirty days in advance and may be modified at any time by joint agreement of the signatures of this agreement.

Renewal of the Agreement will occur prior to the termination date listed above.

X. Signatures:

JPTA	DIVISION OF VOCATIONAL REHABILITATION
Area II Development Corporation	(Local Rehabilitation Office)
Signature of Authorized Representative	Signature of Authorized Representative
Title	Title
Date	Date

MUTUAL REFERRAL FORM BETWEEN SDA #2
and
THE DIVISION OF VOCATIONAL REHABILITATION

I. CONSENT TO RELEASE INFORMATION

I consent to the release of information regarding my current disability and psychological testing. I understand this information will be used to establish my eligibility for participation in the DVR/JTPA programs.

Client Signature ____________

This information is to be provided to: ____________________
JTPA/DVR Counselor

II. IDENTIFYING INFORMATION (To Be used by Either Agency)

Client Name: ____________	Disability: ____________
Client Address: ____________	Date Referred: ____________
Client Phone: ____________	Date of Birth: ____________
Social Security No. ____________	JTPA/DVR Counselor: ________

Reason for Referral: (List all Services from Agreement that are being requested - be specific)

____

____

III. JTPA REPORT OF ACTION

Specific Program ______________________________

Name of Work/Training Site: ____________________
Address: ______________________________
Starting Date: ______ No. Hours Per Week: ____ Allowances $____
Completion Date: ______ Gross Monthly Wages $______
Date: ________ SDA Representative: ____________

IV. DVR REPORT OF ACTION

____ Handicap Verification Determined Eligible for Services ____
____ Application and Diagnostic Work-Up in Process ____ Client in
Training - Type: __________ Monthly Wages: $______ ____Client
Receiving Services - Type: ____________________
Approximate cost $______

Date: ________
DVR Counselor: ____________________

V. COMMENTS (Anything you think the other Agency should know about client/Participant):

Reports of Action are to be sent to the referring agency within ____ days of the referral.

Example Three

County of Sonoma and Sonoma County Office of Education
Agreement for Job Training Services

This agreement for Job Training Services (herein "Agreement") is entered into by and between the County of Sonoma (herein "County") and The Sonoma County Office of Education (SCOE), a California public education institution (herein "Contractor"), in Santa Rosa, California.

RECITALS

A. The County is the grant recipient and administrative entity for the Sonoma County Service Delivery Area under the Federal Job Training Partnership Act (herein "JTPA") and the Family Economic Security Act (herein "FESA") of the State of California.

B. The Contractor is in the business of operating a well-structured work experience program for youth which includes increasing their awareness of career choices, responsibilities and opportunities. As part of such business and additional to its employed staff, Contractor will develop and execute fixed unit price sub-agreements with three community based organizations (herein "Service Providers"), named elsewhere in this agreement, who are skilled and adept at providing job training services for youth ages 16 to 19 in a safe and well-supervised environment.

C. The County is interested in the promotion of job skills training for economically disadvantaged youth in order to reduce unemployment and improve the quality of the labor pool in Sonoma County. In order to assist in achieving these goals the County desires to contract with Contractor to provide a County-wide Youth Alternative Education Program (herein YAEP) to eligible drop-out prone high school students, out of school youth, and youth who transfer from the County's Summer Youth Conservation Corps (SYCC). Contractor is desirous of providing alternative education and employment experience to participants of the YAEP (herein "Participants").

D. The job training services to be provided shall be given only to those Participants who are referred to Contractor by County pursuant to the Job Training Program (herein "Program") administered by the County in the Sonoma County service delivery area under the provisions of JTPA and FESA.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the foregoing recitals and in consideration of the covenants, conditions and promises contained herein, the parties hereto agree as follows:

Article 1. Referral/Selection of Participants

1.1 After receiving applicants for JTPA services, the County shall refer eligible applicants to the Contractor for placement in YAEP. County shall have the sole authority to determine the eligibility of applicants under applicable regulations. Contractor may, but is not required to, identify potential applicants for JTPA services in order to achieve the level of participation anticipated by this Agreement. If such identification is made, the applicants must be referred to County to determine their eligibility for JTPA assistance. Payments made to Contractor under this Agreement shall not be used for identification or outreach purposes.

1.2 The maximum number of Participants who will be employed in the Program at any one time is 170. When a job or position becomes available, the Contractor shall submit a timely request to the County for referral of Participants. Such request for referral shall be made on appropriate County forms. The County staff shall then refer appropriate JTPA eligible applicants to the Contractor on a Referral and Enrollment Notice.

1.3 After a referral has been made to Contractor, Contractor shall interview the applicants for employment. The Contractor warrants that the following process and criteria will be used when interviewing and considering applicants for employment.

1.3.1 Drop-out prone, in-school youth will be identified by high school staff based on a combination of the following: economic criteria, severity of the barrier(s) to employment, school attendance problems, potential need for vocational training, and need for incentive programs to attain high school completion.

1.3.2 Out-of-school youth will be identified by means of intensive outreach efforts provided by Service Provider staff. Before selecting a Participant, extensive orientation and assessment will take place to ensure willingness of the youth to participate and to identify the best alternative for educational vocational training.

1.4 After making an employment decision, the Contractor shall notify County of the selection or nonselection of applicants into its program activity. Contractor shall return a completed Referral and Enrollment Notice for employed applicants and shall return a Reasons for Nonselection Form for those applicants not selected. These forms shall be returned to County within five (5) days after an employment decision is made by Contractor.

1.4.1 The Contractor shall also encourage the participation of developmentally disabled youth and shall maintain specialized supervision capability as needed for this purpose.

1.5 After the employment of an applicant, Contractor shall notify the County of any change in the applicant's employment status on forms to be provided by the County.

1.6 The Contractor shall give written notice to the County of the name of the Contractor's contact person for referrals. In the event that this individual is changed, Contractor shall immediately notify County in writing of the individual's replacement.

1.7 After an employment decision has been made by Contractor, the Participant shall be deemed, for all purposes, to be an employee of Contractor.

1.8 THE ONLY PARTICIPANTS WHO MAY PARTICIPATE IN THE CONTRACTOR'S PROGRAM ARE THOSE WHO HAVE BEEN REFERRED TO THE PROGRAM BY THE COUNTY AND SELECTED FOR THE PROGRAM WITH APPROPRIATE NOTIFICATION AS CALLED FOR HEREIN AND AS SET FORTH IN COUNTY REFERRAL AND ENROLLMENT PROCEDURES. ALL ENROLLMENTS MUST BE ON APPROVED COUNTY FORMS. PARTICIPATION OF INDIVIDUALS NOT REFERRED BY THE COUNTY THROUGH THE PROCEDURES ESTABLISHED HEREIN WILL RESULT IN THE DISALLOWANCE OF THE CONTRACTOR'S COSTS ASSOCIATED WITH THE PARTICIPATION OF THAT PARTICIPANT IN CONTRACTOR'S PROGRAM OF EMPLOYMENT.

Article 2. Contractor's Duties and Compensation

2.1 Participants employed by Contractor shall receive both the Contractor's individual and group orientation including but not limited to the following:

2.1.1. A basic skills pre-test and a career interest survey.

2.1.2. Employee's rights and benefits (including grievance procedures, employment status, time and attendance procedures', and pay schedules).

2.1.3. A signed agreement for program participation.

2.1.4. The development of the Individual Training Plan (ITP)

2.1.5. Completion of all employment related paperwork

2.1.6. Rearrangement of school class schedule if needed.

2.1.7. An overall orientation to all components of the activities plan.

2.1.8. The interview process to obtain public-sector/private, non-profit limited work-experience worksite.

2.1.9. Contractor warrants that this orientation will be provided by three (3) Services Providers on an ongoing basis. The majority of new Participants shall be enrolled during July, September, and February. Each Participant's personnel file shall include a signed document attesting to receipt of the orientation material as specified above.

2.1.10. Duration of orientation will be two to four weeks per Participant.

2.2. After orientation, Participants will select a worksite that is relevant to their career and educational goals and which complies with the work experience/child-labor laws and JTPA regulations.

2.2.1. Participants will work 28 hours per week during the summer and an average of ten or fewer hours per week during the school year. Participants may work more than ten hours per week on a merit-incentive basis, as substantiated by criteria established by the Contractor.

2.2.2. Worksites will be identified by the Service Providers in the worksite agreement and by the DOT occupational category and will list skills appropriate to the job title.

2.2.3. Duration of training at worksite(s) can be up to two years but may not exceed 1,040 hours. Youth may enroll/re-enroll up to three separate times provided the total of 1,040 hours is not exceeded (unless one of the enrollments is in a JTPA adult program).

2.3. Where possible, participants will be placed in vocational skills training classes provided by either the school district, the Regional Occupational Program (ROP) or the adult school. In cases where a Participant is lacking educational units for graduation, a vocational class could meet the requirement.

2.3.1. Vocational classes will be identified in the ITP by DOT occupational category, will be relevant to the career goal of the Participant, and will complement the work experience component.

2.3.2. Participants will not be compensated for vocational classes.

2.3.3. The duration will vary on the vocational class; but, in most cases, a minimum of one semester is required. Vocational classes will not be required during the summer but will be encouraged.

2.4. The educational component provided by the schools is a required condition for program participation which must be equal to, or greater than, the amount of time spent per week in the work experience component.

2.4.1. The educational component includes those basic educational courses required for high school graduation and/or remedial courses providing preparation for the GED or proficiency examinations.

2.4.2. All coursework will be listed in the ITP and will be relevant to the Participant's immediate career goal and high school graduation.

2.4.3. In some cases, vocational coursework may meet the requirement at 2.4.2. above.

2.4.4. No compensation will be paid for coursework.

2.4.5. This educational component will be required during the entire school year but not during the summer months.

2.5. The preemployment skills training component, provided by the Service Providers, will include:

i) Assessment, testing, counseling;
ii) Occupational career and vocational exploration;
iii) Job-search assistance;
iv) Job-holding and survival-skills training;
v) Basic life-skills training;
vi) Labor-market information;
vii) Job-seeking-skills training,

2.5.1. Where possible, the career center of each high school will be used, and the computer-assisted, career-search program will be emphasized.

2.5.2. The uncompensated, career-guidance component will include the development of short and long range career objectives, which will appear in the ITP.

2.5.3. The duration of the career-guidance component will continue weekly or bi-weekly throughout the program but may be increased near the end of a Participant's 1040 hours into an intensive job search to ensure successful placement into an unsubsidized job.

2.6. The family of the Participant, where possible, will be included in a program orientation and in the development of the ITP by the Service provider.

2.6.1. Service providers will provide other alternatives to the families, such as a newsletter, an open house, a visitation to the worksite, a school meeting with YAEP counselor/trainers and vocational teachers and phone calls.

2.6.2. The family participation component shall continue for the entire length of the program.

2.7. A high degree of individual Participant support will be provided by the Service Providers. This will include school staff, family, worksite supervisors, peer groups, and other public agencies, if necessary.

2.7.1. This individual support could be part of the weekly or bi-weekly career-guidance meeting but could also be a more individualized meeting; i.e., a home visit.

2.8. The employment component of not more than two hundred fifty (250) hours Student Tryout Employment in the Private Sector (STEPS) will provide a limited number of trainees with a limited experience in the private-for-profit sector. Trainees may work 28 hours per week during the summer months and an average of 10 hours per week during the school year. In no case shall a STEPS trainee work more than 20 hours per week during the school year, nor more than 250 hours per assignment.

2.8.1. STEPS positions will be different from public-sector worksites in that these positions will provide an opportunity for which trainees would not typically be hired because of their youth, lack of experience, or other barriers.

2.8.2. STEPS training sites shall not exceed 250 hours for any one trainee as defined in Section 205 (d)(3)(B) of JTPA. This limitation shall apply even if the trainee changes training sites.

2.8.3. If the STEPS trainee completes the 250 hours and is not hired, that STEPS training site will not be used again.

2.8.4. If the STEPS training site appears inappropriate for the trainee, the trainee will be removed from the site, and another site will be developed.

2.8.5. All STEPS trainees shall have at least one successful, public-sector/private, nonprofit worksite experience prior to entering the STEPS component.

2.8.6. All STEPS trainees shall have a STEPS training site agreement on file at the Contractor's administrative offices.

2.8.7. STEPS training site employers shall sign the STEPS training agreement and shall agree that, if the STEPS trainee completes the training successfully, the employer's intention is to hire that trainee.

2.8.8. STEPS trainees will earn $3.35/hour, which will be paid by Contractor.

2.8.9. The duration of the STEPS training will in no case total more than 250 hours. In the summer, the duration will be from eight to nine weeks; and, during the school year, the training period will vary from 25 to 30 weeks, depending upon the hours worked per week.

2.9. The Service Providers will develop jobs in the private sector, private nonprofit or public sector, which will result in unsubsidized employment for Participants.

2.9.1. Intensive job-search activities for Participants will include informational interviews with potential employers, liaison work with the Employment Development Department (EDD) youth desk, linkage with placement agencies, linkage with ROP teachers, and linkage with apprenticeship programs.

2.9.2. Jobs developed in the private-for-profit sector could begin as STEPS training site placement to encourage unsubsidized placement.

2.9.3. Maintain information on placements for thirty (30) days following initial job placement to ensure retention in training-related jobs.

2.9.4. Job placement shall take place within sixty (60) days of completion of training.

2.9.5. The County and its agents or designees shall, during regular business hours, have the right to copy, review or audit all the Contractor's accounting records which relate to monies received under this Agreement.

Article 3. Management Considerations

3. In managing the job training to be conducted pursuant to the terms of this Agreement, Contractor shall devote sufficient staff and resources to ensure successful completion of the Program as set forth in Contractor's proposal to the County. At a minimum, Contractor will supply the staff set forth hereinbelow to perform the obligations anticipated hereunder. The positions set forth below are all full-time positions and the percentage appearing to the right of the position is that percentage, whether charged to this contract or not, of the individual's full-time that will be devoted specifically to the obligations anticipated hereunder.

Position/Title	Number of Positions	Percentage of Time to Program
SCOE Program Manager	1	90%
SCOE Clerical	1	60%
SCOE Business Department	1	2%--10%

3.1. In consideration of the job training and services to be provided pursuant to this Agreement, Contractor warrants that it will develop sub-agreements with three (3) Service Providers: River Community Services, Petaluma People Services Center and Social Advocates for Youth.

3.1.1. Contractor warrants that the Service Providers shall be paid a fixed-unit-price pursuant to JTPA regulations governing fixed unit price contracts, set forth in 629.38 (e)(2).

3.1.2. Contractor shall only make full payment to Service Providers upon completion of training by a Participant and placement of the Participant into unsubsidized employment in the occupation trained for and at not less than the average wage specified in he sub-agreement.

3.1.3. Contractor shall comply with California State Policy governing payment of the full fixed unit price by "retaining" not less than twenty percent (20%) of the full payment price until Service Providers placements have been retained for a minimum of thirty (30) calendar days pursuant to 3.1.2.

3.1.4. Contractor has commitments from the California Work Experience Education Association for a supportive relationship, which includes referrals, use of career centers, work experience credit, where appropriate, and sharing of job developments in the community.

3.1.5. Contractor and service providers will work closely with the special education teachers to get referrals for the "eight percent (8%) window clients" who are clients determined economically disadvantaged based on being a family of one.

Contractors and Service Providers will work closely with school truancy officers, School Attendance Review Board (SARB) members, attendance clerks, Community Based Organizations in the immediate areas and police departments to develop an out-of-school component which shall comprise 10% of the total program enrollments.

3.1.6. In consideration of the obligations to be performed by Contractor herein, including those to be performed by Service Providers named herein, Contractor shall be reimbursed for its actual costs of administering the YAEP. Notwithstanding the foregoing, the total amount to be paid to Contractor under the terms of this Agreement shall not exceed the sum of Five Hundred Thousand Dollars ($500,000). Of such $500,000 no amount is allocated, nor authorized for the reimbursement of contractor's administrative expenses.

3.1.7. Contractor understands and accepts its obligation to establish and maintain financial records of all program expenditures including, but not limited to, payments made to Service Providers for placements as specified in 3.1.1. thru 3.1.3. of this Agreement.

3.1.8. The Contractor shall establish and maintain a financial management system which ensures control over the use of JTPA funds received by Contractor in accordance with the requirements specified in 20 Code of Federal Regulations Parts 625-638 and the Governor's policies and procedures issued pursuant to JTPA and FESA.

3.1.9. All JTPA funds shall be maintained in a separate and segregated account unless alternative fund accounting has been approved in writing by the PIC/JTO Fiscal Officer.

3.2. Contractor shall receive reimbursement for costs by submitting monthly cost statements together with a request for payment on the County's white claim form. A copy of the white claim form is attached hereto and incorporated herein by reference as Exhibit "D." All costs reported by the Contractor in its monthly and final cost statements and included on its claim shall be supported by appropriate accounting documentation. The documentation shall establish that the County is charged fair and equitable portion of any indirect or shared costs attributable to services performed under this Agreement.

3.2.1. No amount or rate negotiated and included in the Contractor's program budget summary or budget backup shall be considered to be an allowable cost in and of itself; such amounts or rates are subject to final approval upon presentation of actual documentation establishing that the costs were incurred.

3.2.2. In the sole discretion of the County, the Contractor may receive an advance toward anticipated expenditures. In accordance with federal regulations, any advances made hereunder shall be limited to actual cash needs so that minimal cash balances will exist in Contractor's accounts. IN NO CASE SHALL THE CONTRACTOR REQUEST OR RECEIVE PAYMENTS WHICH WOULD CAUSE THE TOTAL AMOUNT PAID TO EXCEED FIVE HUNDRED THOUSAND DOLLARS ($500,000).

3.2.3. The County and its agents or designees shall, during regular business hours, have the right to copy, review or audit all the Contractor's accounting records which relate to monies received under this Agreement.

3.2.4. Within thirty (30) days after the termination of this Agreement, the Contractor shall submit to the County a final cost report showing the actual allowable contract costs. If the final cost report proves that actual allowable costs for the term exceeded payments, the County will remit the difference to the Contractor provided that the remittance will not cause the total payments made hereunder to exceed Five Hundred Thousand Dollars ($500,000). Such remittance will be made within thirty (30) days. If the cost report shows that the payments exceeded the actual allowable costs for the term of the Agreement, the Contractor shall enclose with the cost report, funds equal to the difference between payments received and costs incurred.

3.2.5. Nothwithstanding anything contained in this Agreement to the contrary, Contractor acknowledges that any payments to be made to it as provided herein shall be expressly contingent upon the receipt of sufficient grant funds by County pursuant to JTPA and FESA. County's obligations hereunder may only be satisfied out of JTPA and FESA grant funds received expressly for this Agreement. This contingency is for the express benefit of the County and may be waived only by giving an express written and executed notice to Contractor.

Article 4. Contractor Warranties

4.1. Contractor warrants that all of its personnel and Service Provider personnel are properly trained in all aspects of their responsibilities and duties.

4.2. Contractor warrants that all work locations: (a) will be adequately supervised; (b) will be maintained in a safe and sanitary condition; (c) will be available for monitoring by County and/or state/federal monitors; (d) are accessible to handicapped individuals if appropriate; and (e) are nonsectarian.

4.3. contractor warrants that it will fully comply with relevant requirements of the JTPA public law 97-300 and all federal regulations, policies and procedures issued by the Governor of California or the Governor's designee pursuant to JTPA, as well as any new legislation, regulations, policies or procedures which may replace or modify JTPA.

4.4. Contractor warrants that, to the extent permitted by federal law, it will fully comply with all relevant requirements of the FESA, California Unemployment Insurance Code, section 15000 et seq., and all state regulations and Governor's policies and procedures issued pursuant to FESA and any new legislation, regulation, policy and procedure which may replace or modify FESA.

4.5. Contractor warrants that it will fully perform the services set forth in its proposal and will comply with all terms and conditions of this Agreement and all other applicable federal, state and local laws, regulations or policies.

4.6. Contractor warrants that it shall monitor each Service Provider on a quarterly basis and that it will make written reports based on progress, copies of which will be provided to the County.

4.7. Contractor represents that there will be a positive outcome rate of 85%. "Positive outcome rate" shall mean the same as that term is defined in applicable federal and state regulations. Contractor represents that the cost per positive outcome shall not exceed Three Thousand-Four Hundred Forty-four dollars ($3,444) and that the cost per Participant served shall not exceed Two-thousand nine hundred forty-one dollars ($2,941). Contractor represents that there will be eighty-five (85) jobs developed.

4.7.1. Contractor shall select and enroll Participants into the YAEP according to the following schedule:

Geographic Area	Planned Summer	# Enrollments Year Round
Sebastopol/Guerneville	10	35
Healdsburg	9	15
Santa Rosa	11	40
Rohnert Park	3	10
Petaluma	7	15
Sonoma	0	30
	40	145

4.7.2. The target population of this proposal will be the dropped-out and drop-out-prone youth of Sonoma County. The program will serve approximately 8% (13) economically disadvantaged youth (who meet the criteria for a family of one) with barriers to employment and 10% (16) out-of-school youth who do not have a high school diploma or equivalent.

4.7.3. Sex: male, 50%; female, 50%

4.7.4. Age: 100% of the participants will be 16-19 years of age, with approximately 35% (56) juniors and 55% (88) seniors and 10% out of school youth.

4.7.5. Ethnicity

White (not Hispanic)	56%
Black (not Hispanic)	10%
Hispanic	22%
Native American/Alaskan Native	6%
Asian/Pacific Islander	6%

4.8. The warranties made above and elsewhere herein by Contractor regarding the execution and implementation of this Agreement have been relied upon by County as a material inducement to enter into this Agreement. The county would not have entered into this Agreement in the absence of Contractor's affirmative warranties as set forth above and elsewhere herein.

Article 5. Participant Compensation/Involvement and Assessment

5.1. The Contractor, as the employer of the Participants, shall be responsible for the payment of wages, benefits, premiums for workers compensation insurance and other employee related costs and expenses. Contractor shall be solely responsible for the working conditions of the Participants and their health and safety. The Contractor's job classification for Participants shall be "Student Employee."

5.2. Contractor shall pay the Participants compensation in the form of wages at the prevailing federal minimum wage rate. Prior to paying compensation, Contractor will require Participants to submit a complete and accurate time sheet bearing the certifying signatures of the Participant and the supervisor. Upon request, the Contractor shall make available to County a complete listing of the information set forth in all time sheets and dates that checks are issued to Participants.

5.2.1. Participants will be paid by check bi-weekly, with a two-week waiting period for the first check. The time sheets will be signed by the Participant, job supervisor and the Service Provider staff. Checks will be distributed by the Service Providers on the 15th and 31st of each month. Participants are not eligible for unemployment insurance.

5.2.2. Contractor will be the employer and payroll agent for all Participants. The Service Providers will be responsible for dispersing paychecks during career-guidance classes.

5.2.3. Participants will not be paid for time absent from program activities.

5.3. Contractor will assist Participants in obtaining unsubsidized employment where appropriate and feasible.

5.4. The successful completion of the Program by a Participant will be determined by completion of high school requirements as measured by high school graduation or equivalency examination; and/or placement in training related unsubsidized employment for a minimum of thirty (30) calendar days after termination.

Article 6. Contractor Policies on Participation

6.1. Participant attendance at the school site, at the career-guidance classes and at the work sites is required and shall be monitored by the Service Provider.

6.1.2. Participants will be allowed three unexcused absences before termination from the program.

6.1.3. Excuses absences include holidays, absence with a doctor's note or acceptable arrangements made prior to absence.

6.1.4. Participants will be terminated from the program for the following reasons:

(i) Poor attendance in any activity;
(ii) Major problems on the job--theft, use of illicit drugs
(iii) Attainment of unsubsidized employment;
(iv) Transfer to another program.

Article 7. Calendar of Activities/Vacations

7.1. The services to be provided by Contractor hereunder shall be performed within the following time parameters:

Contract Start Date	Week of July 2, 1984
Participant Selection	"Continuing participants" increased in September and in January and on-going thereafter.
Participant Starting Date and Orientation	Beginning July 2, Sept. February: on-going

Program Activities	July-June
Evaluation	August, January, June; on-going evaluations on time sheets
Transfers into '85-'86 Program	June 30, 1985

7.2. Participants may work during vacation periods if their offices/training sites are open and if the Contractor's budget permits it. Participants will be paid only for days worked. Participants will not accrue annual leave or sick leave, as per Contractor's personnel policy for "student employee."

7.2.1. Contractor and Service Provider staff will adhere to their respective personnel policies regarding all matters including agency holidays and vacations.

Article 8. Term of Agreement

8.1. The term of this Agreement shall be from July 1, 1984 to June 30, 1985.

8.2. Either party to this Agreement may terminate the Agreement for convenience and without cause. Termination shall be affected by giving the other party 30 days advance written notice of the effective date of termination. In the event of a termination by the County, the Contractor shall be entitled to receive compensation for any services satisfactorily performed hereunder through the date of termination.

8.3. The County may also terminate this Agreement for cause if it determines:

(a) that the Contractor has failed to provide services specified herein; or

(b) that the Contractor has failed to comply with any provision of this Agreement; or

(c) if the County has reasonable grounds to believe that the Contractor will fail to comply with any provisions contained herein.

8.3.1. In the event County terminates this Agreement for cause, the County will deliver to Contractor a written termination notice which shall become effective five (5) days after such notice is given. In the event of a termination for cause, the County shall only be liable for payment for services rendered prior to the effective date of termination; provided, however, that such services were performed in accordance with the provisions of this Agreement.

8.3.2. The County may also terminate this Agreement upon five (5) days written notice if it determines, in its sole discretion, that insufficient JTPA or FESA funds are available to reimburse the Contractor for any services anticipated herein.

8.3.3. In the event of a premature termination of this Agreement, Contractor shall notify Participants of the action and will make its best efforts to assist with the placement of Participants in an alternative program.

Article 9. Administrative Procedures and Record Retention

9.1. Documents used to track a Participant's status shall be provided to the County within five (5) working days of any change of Participant's status.

9.2. Contractor shall prepare, maintain and/or make available to County staff the following records and documentation:

(a) referrals and enrollment;

(b) notices of termination and transfer;

(c) attendance records and time sheets for Participants;

(d) all files referring to Participants, including personnel files;

(e) any other documentation requested by the County which relates, directly or indirectly, to the services to be provided hereunder.

9.3. The Contractor shall, during normal business hours, and as often as any agent of the County, State Employment Development Department, U.S. Department of Labor, office of Inspector General, or Comptroller General of the United States may deem necessary, make available for examination and/or duplication of all its records with respect to all matters covered by this Agreement. The Contractor acknowledges that the above-named entities shall have the right to observe, monitor, evaluate, audit, examine and investigate all of Contractor's activities associated with this Agreement.

9.4. In accordance with Public Law 97-300 (JTPA), section 165, and 20 CFR 629.35, Contractor shall retain all records pertinent to this Agreement including financial, statistical, property and Participant records and supporting documentation for a period of three (3) years from the effective date of this Agreement. If at the end of the three years, there is ongoing litigation or an outstanding audit involving those records, the Contractor shall retain the records until resolution of the litigation or audit.

9.5. In the event that Contractor terminates its business activities, all records related to this Agreement shall be delivered to the County by the Contractor.

Article 10. Performance Management

10.1. To facilitate the monitoring of performance, Contractor shall prepare, maintain and update its Program Planning Summary and Monthly Budget Projection forms, copies of which are attached hereto as Exhibit "A." and Exhibit "B". Adjustments to Exhibit "A" (PPS) and "B" (MBP) shall not be made without the written consent of County prior to each such adjustment.

10.2. Cost items in the MBP shall be consistent with the line items and amounts summarized on the Program Budget Summary (herein PBS), a copy of which is attached hereto as Exhibit "C," and noted in detail on the budget backup pages on file in the Private Industry Council/Job Training Office. Such records are incorporated herein by reference.

10.3. County's prior written approval is required prior to the transfer of any Program funds between cost categories set forth in the PBS.

10.4. Contractor shall submit a monthly statement of costs to the County no later than the tenth (10th) working day of each month.

10.5. Budget adjustments between existing line items within the cost categories of administration, training and support may be made by the Contractor without the County's prior written consent, provided:

(a) the cumulative amount of the adjustments is Five Hundred Dollars ($500) or less;

(b) the cumulative amount of the adjustments does not exceed ten (10) percent of the line item for which the funds were budgeted;

(c) no increase may be made in any budget line item for equipment purchase, lease or rental without prior approval of the County; and

(d) adjustments within the referenced cost categories other than those specified in this paragraph require County's prior written approval.

10.6. Procurement of all services, supplies and equipment shall be performed in conformance with 20 CFR 629.34. For purposes of this Agreement, procurement shall mean purchase, lease or rental. No procurement is authorized which is not specifically identified and approved herein.

Article 11. Resolutions of Disputes

11.1. Contractor shall continue to perform the obligations undertaken herein in the event of any dispute arising under this Agreement.

11.2. Contractor shall make a good faith effort to resolve such dispute through negotiation prior to the commencement of an action in any state or federal court.

Article 12. Indemnification

12.1. County has relied upon the professional ability and training of Contractor as a material inducement to enter into this Agreement. Contractor hereby warrants that all its work will be performed in accordance with generally accepted professional practices and standards as well as the requirements of applicable federal, state and local laws, it being understood that acceptance of Contractor's work by County shall not operate as a waiver or release.

12.2. Contractor shall indemnify, hold harmless, defend and release County, its agents and employees from and against any and all actions, claims, damages, disabilities or expenses including attorneys fees and witness costs that may be asserted by any person or entity, including Contractor, arising out of or in connection with the activities necessary to perform the services and complete the tasks provided for herein whether or not there is concurrent passive or active negligence on the part of the County, but excluding liabilities due to the sole negligence or willful misconduct of County. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable by or for the Contractor or its agents under workers' compensation acts, disability benefit acts or other employee benefit acts.

12.3. The above indemnification shall include, but not be limited to, any claims for personal injuries or damages arising from the construction of any projects by Contractor on which Participants were employed.

Article 13. Status of Contractor

The parties intend that Contractor, in performing the services hereinafter specified shall act as an independent contractor and shall have the control of the work and the manner in which it is performed. Neither contractor nor Participant are to be considered an agent or employee of the County and are not entitled to participate in any pension plan, insurance, bonus or similar benefits County provides its employees.

Article 14. Program Income

If activities of program Participants or of staff funded under this Agreement result in any income to Contractor, that income shall be reported to the PIC/JTO Fiscal Officer for directions as to its disposition in accordance with instructions received by the County from the Governor of the State of California or such interim instructions as the County may have adopted pending the Governor's direction.

Article 15. Bonding

15.1. Every officer, director, agent or employee of Contractor who is authorized to act on behalf of Contractor for the purpose of receiving or depositing funds into Program accounts or issuing financial documents, checks, drafts, warrants, or other instruments of payment for program costs, shall be bonded to provide protection against loss. The amount of the bond shall be not less than One Hundred Thousand Dollars ($100,000), or the highest drawdown for the current Agreement whichever is less.

15.2. Contractor shall supply the County with documents evidencing the purchase of such bonds prior to undertaking any work under this Agreement. Such bonds will provide that they may not be cancelled without the prior written consent of County having first been obtained.

Article 16. Insurance

16.1. Contractor shall obtain insurance acceptable to County from a company or companies acceptable to County. The required documentation of such insurance shall be furnished to County at the time Contractor returns the executed contract. Contractor shall not commence work nor shall he allow his employees or subcontractors or anyone to commence work until all insurance required hereunder has been submitted and approved.

16.2. Contractor shall take out and maintain at all times during the life of this Agreement, up to the date of acceptance of the work by County, the following policies of insurance:

16.2.1. Workers' Compensation Insurance: Workers' Compensation Insurance to cover its employees and Participants. Contractor shall require all subcontractors similarly to provide Workers' Compensation Insurance as required by the Labor Code of the State of California for all of the subcontractor's employees. All Workers' Compensation policies shall be endorsed with the following specific language:

"This policy shall not be cancelled without first giving thirty (30) days prior written notice to County by certified mail."

16.2.2. Public Liability Insurance: Personal Injury and Property Damage Insurance for all activities of Contractor and Participants and its subcontractors arising out of or in connection with this Agreement, written on a comprehensive general liability form including Contractor and Participant protective coverage, blanket contractual, complete operations, vehicle coverage, and employers nonownership liability coverage in an amount no less than One Million Dollars ($1,000,000) combined single limit personal injury and property damage for each occurrence. Each such policy shall include or be endorsed with the following specific language:

(i) County is named as an additional insured for all liability arising out of the operations by or on behalf of the named insured, and this policy protects the additional insured, its officers, agents, and employees against liability for bodily injuries, death, or property damage or destruction arising in any respect, directly or indirectly, in the performance of this Agreement.

(ii) The insurance provided herein is primary and no insurance held or owned by County shall be called upon to contribute to a loss.

(iii) The coverage provided by this policy shall not be reduced or cancelled without thirty (30) days written notice given to the County of Sonoma by certified mail.

16.3. The following documentation of insurance shall be submitted to County;

16.3.1. A Certificate of Insurance for Worker's Compensation Insurance for Contractor and Participants. A copy of the required policy endorsements provided herein shall be attached to each such certificate submitted.

16.3.2. Certificates of Liability Insurance showing the limits of insurance required herein, certified copies of all policies, and signed copies of the specified endorsements for each policy.

Article 17. Annuities, Interest and Dividends

17.1. Contractor shall remit any interest earned in "interest-bearing checking accounts" technically called negotiated orders of withdrawal (NOW) accounts, to the County within one week after the quarter in which the interest is earned. Interest earned is not Program income and must be returned to the State as specified in 20 CFR Part 629.32 and the Governor's Policies and Procedures issued pursuant to JTPA and FESA.

17.2. Contractor shall reimburse the County for any compensatory credits and refunds, such as those resulting from Workers' compensation dividend checks and annual insurance reductions.

Article 18. Adverse Actions/Complaint Procedures

18.1. Contractor shall provide Participants with the same procedures relating to adverse actions (in terms of notice, response, appeal, hearing) afforded to similarly employed non-JTPA personnel.

18.2. If Contractor proposes to take an adverse action against a Participant, the Contractor shall provide written notice to the County and the Participant no later than the time the action is taken. A copy of the notice to be provided to the County shall be sent to the PIC/JTO Program and Projects Manager.

18.3. Contractor shall direct Participants alleging a violation of the Act or its regulations to file such complaints as are allowed under federal and state law.

18.4. Contractor will establish its own procedures to implement regulations under the Act relating to the handling of Participant complaints or adverse action.

18.5. Contractor shall furnish a copy of JTPA complaint procedures to each Participant enrolled in Contractor's Program.

Article 19. Assignment and Delegation

19.1. Neither party hereto shall assign, sublet or transfer any right or interest in or duty under this Agreement without the express written consent of the other, and no assignment shall be of any force or effect whatsoever unless and until the other party shall have so consented.

Article 20. Non-discrimination

Contractor shall comply with all applicable federal, state and local laws, rules and regulations with regard to non-discrimination in employment because of race, color, ancestry, national origin, religion, sex, marital status, age, medical condition or handicap.

Article 21. Method and Place of Giving Notice Submitting Bills and Making Payments

21.1. All notices, bills and payments shall be made in writing and may be given by personal delivery or by mail. Notices, bills and payments sent by mail shall be addressed as follows:

THE COUNTY: Private Industry Council/
Job Training Office
2800 Cleveland Avenue
Santa Rosa, California 95401

CONTRACTOR: Sonoma County Office of Education
410 Fiscal Dr., Room 111E
Santa Rosa, CA 95401

and when so addressed, shall be deemed given forty-eight (48) hours after deposit in the United States Mail, postage prepaid. In all other instances, notices, bills and payments shall be deemed given at the time of actual delivery. Changes may be made in the names and addresses of the person to whom notices, bills and payments are to be given by giving notice pursuant to this Article.

Article 22. Cost Disclosure

22.1. In accordance with Government Code S 7550, Contractor agrees to state in a separate portion of its filed report the numbers and amounts of all contracts and subcontracts relating to the preparation of the report.

Article 23. Affirmative Action

23.1. The Contractor must have adopted or shall adopt within fifteen (15) days from the commencement of this Agreement an affirmative action policy statement which is applicable to staff and Participants reimbursed through this Agreement and which includes recognition of the Civil rights Act of 1964 and/or 1972 and Executive Order 11246 entitled "Equal Opportunity Employment" (41 CFR Part 60). Contractor shall enforce these laws.

23.2. Said affirmative action policy statement shall indicated that no person shall, on the grounds of race, color, religion, creed, sex, national origin, age, marital status, handicap, or political affiliation or belief, be excluded from participation in, be denied benefits of, be subjected to discrimination under, or be denied employment in the administration of or in connection with, any program or activity which is funded, in whole or in part, with funds made available under JTPA.

23.3. Contractor will provide County with a copy of the affirmative action plan upon request.

23.4. In addition to the above, the Contractor also warrants as follows:

23.4.1. It will comply with requirements that no program under JTPA shall involve political activities, in accordance with the provisions of the Hatch Act which limit the political activity of employees.

23.4.2. It will not use funds made available under this Agreement for purposes of lobbying activities.

23.4.3. It will not employ or assign Participants in the Program to any sectarian facility, except as provided by regulations promulgated under the Act.

Article 24. Conflict of Interest

Contractor covenants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of its services hereunder. The Contractor further covenants that in the performance of this Agreement no person having any such interest shall be employed.

Article 25. Copyrights

The Contractor is free to copyright any copyrightable material developed in the course of the Program. However, if any material developed is so copyrighted, the County, the U.S. Department of Labor, and the State of California shall have royalty-free, nonexclusive and irrevocable rights to reproduce, publish and otherwise use and to authorize others to use such material for government purposes.

Article 26. Media Coverage

If the Contractor's program staff cooperates with media coverage of any Program activities or projects funded under this Agreement, the Contractor agrees to give credit to the County and the Private Industry Council as the program's funding source.

Article 27. Information Seminars

The County may schedule information sessions from time to time regarding JTPA for the purpose of providing information to any person who performs services under this Agreement. The training seminars shall not include Participants.

Article 28. Extra or Changed Work

28.1. Only the Board of Supervisors may authorize extra (and/or changed) work. The parties expressly recognize that county personnel are without authorization to either order extra (and/or changed) work or waive contract requirements. Failure of the Contractor to secure Board authorization for extra work shall constitute a waiver of any and all right to adjustment in the Agreement price or Agreement term due to such unauthorized extra work and the Contractor thereafter shall be entitled to no compensation whatsoever for the performance of such work.

28.2. Contractor further expressly waives any and all right or remedy by way of restitution and quantum for any and all extra work performed by Contractor without the express and prior written authorization by the Board of Supervisors.

Article 29. No Third Party Beneficiaries

Nothing contained in this Agreement shall be construed to confer rights upon any individual or entity not expressly made a signatory hereto. Participants shall not be used in connection with any dispute involving the construction of this Agreement.

This Agreement shall be effective on and as of July 1, 1984

COUNTY OF SONOMA
By: ______________________
JAMES D. MILLIKAN
Acting Director

CONTRACTOR
By: ______________________
Dr. Walter A. Eagan
Superintendent of Schools
Sonoma County

Example Four

Linkage Agreement

This agreement is between the JTPA Liaison Department of Human Resources, Rehabiliation Division and the Northern Nevada Job Training Program.

SIGNIFICANT FEATURES

This is an agreement between the Bureau of Vocational Rehabilitation (BVR) and the Northern Nevada Job Training Program (NNJTP).

1. NNJTP will:

   a) accept referrals from BVR who are eligible for Job Training services and provide them with appropriate vocational assessment, counseling and employment and training opportunities as afforded other program applicants.

   b) meet at least monthly with the BVR counselors to develop appropriate vocational training and placement, jointly identify and screen approximately 10 potential candidates for enrollment into NNJTP per month, and review status of BVR clients participating in job training activities.

   c) refer to BVR participants or applicants who may meet BVR eligibility criteria.

   d) coordinate the provision of supportive services, as determined on an individual basis, and the sharing of material and staff resources to mutual clients to maximize participant resources and avoid duplication.

   e) NNJTP will specifically provide the following services:

      i) personnel to participate in staffings of mutual clients

      ii) information concerning mutual clients as requested by BVR, within confidentiality constraints

      iii) job placement services and access to training programs to mutually agreed upon clients.

2. It is also agreed that BVR will provide the following services:

   a) refer appropriate clients to NNJTP who can benefit from training and have a reasonable expectation of engaging in gainful employment

b) screen all referred clients through an evaluation process which may include interviewing, testing, and work evaluation

c) for clients who are determined to be eligible, BVR may provide personal guidance and counseling; work adjustment training; vocational training and training supplies; maintenance and transportation when needed by a client for rehabilitation services; selective placement, and followup....

d) accept referrals from NNJTP to determine whether they meet qualifications for BVR placement

e) assist in the placement of mutual clients into unsubsidized employment

f) provide to NNJTP any available and appropriate information regarding referrals which may assist in determining eligibility and suitability for the program or would assist in providing job training services, with the confidentiality of the material exchanged maintained by both parties in accordance with regulations of each agency. However, no case information concerning NNJTP and BVR clients will be re-released without proper authorization as required in NNJTP and BVR confidentiality regulations.

As they arise, other issues will be discussed and a course of action mutually agreed upon.

This cooperative agreement is effective this 22nd of November, 1983, and is subject to modification by agreement of both parties or unilateral cancellation of either party.

References

Ashby, S. and Bensberg, G.L. (1982). *Cooperative occupational preparation of the handicapped*. In Tindall, L. W., Gugerty, J. and Others. *Vocational education models for linking agencies serving the handicapped: Handbook on developing effective linking strategies*. Madison, Wisconsin: University of Wisconsin-Madison, Vocational Studies Center, p. 199.

Baumheier, E.C., Welch, H.H., and Cook, C.C. (1976). *Interagency linkages in vocational rehabilitation*. Denver, Colorado: Regional Rehabilitation Research Institute, Center for Social Research & Development, University of Denver.

The Carl D. Perkins Vocational Education Act of 1984, Public Law 98-524.

Tindall, L.W., Gugerty, J., Getzel, E.E., Salin, J., Wacker, G.B., and Crowley, C.B. (1982). *Vocational education models for linking agencies serving the handicapped: Handbook on developing effective linkages*. Madison, Wisconsin: University of Wisconsin-Madison, The Vocational Studies Center.

Vocational Training News. (1985, March 14).

Chapter 6

DEVELOPING JTPA PERFORMANCE BASED PROPOSALS

by

Barbara B. Dougherty

The Job Training Partnership Act is a performance based employment and training program. The opportunity to receive JTPA funds is open to schools and community based organizations. To obtain funds, service providers and program planners for handicapped youth need to develop performance based proposals. Developing performance based proposals is an exciting endeavor, though the proposal writer must proceed with care and planning to insure a successful outcome. To assist the proposal writer, this chapter details the content and format of performance based proposals and provides an example of a project proposal funded through the JTPA.

Performance based contracting is fast becoming a major means by which JTPA funds are dispersed by the local SDAs to pay for particular services and products. Performance based contracts can be structured to serve handicapped youth eligible for participation in JTPA programs. This chapter highlights the characteristics of this type of contracting to familiarize program planners with this payment system.

DEVELOPING JTPA PERFORMANCE BASED PROPOSALS

INTRODUCTION

The Job Training Partnership Act (JTPA) is a performance based employment and training program. To obtain these funds, service providers and program planners for handicapped youth need to develop performance based proposals.

What constitutes a performance based proposal? Generally, this type of proposal:

1. identifies, specifies, and describes the population to be served, such as who, how many and where;
2. identifies and specifies services and training to be provided such as what kind, the method used, and who will be responsible for the activities;
3. specifies the time frame when services and training will take place and be completed; and
4. identifies and specifies participant outcomes in terms of who will receive the services and training and what specific training and services they will receive.

A performance based proposal allows the service provider or project planner to evaluate the proposed project during the developmental phase and targets the intended accomplishments during the implementation phase. Performance based proposals indicate if the planned activities have potential for success. In other words is the proposed project feasible?

A performance based proposal also clarifies what each planned activity contributes to the project's success. The program planner can then assess whether or not a given activity is necessary to accomplish the expected outcomes.

Performance based proposals identify results that will take place during the project's implementation. Progress can be monitored by referring to the proposal and adjustments in the activities can be made before the project is too far along to address necessary changes. The final or total results of a project are specified clearly in performance based proposals. Thus, project evaluation is carried out easily.

CONTENT AND FORMAT OF PERFORMANCE BASED PROPOSALS

Six basic sections provide the content and format of performance based proposals:

1. Program Goals and Objectives

   This section addresses statements of the intended accomplishments and quantified objectives of the proposed project. Goals are broad in nature while objectives provide the specific details of what is to be accomplished.

2. Benefits to Participants

   The Participant Benefits section focuses on participant needs the project will address. This section describes how participants will benefit from the project and the number of individuals to receive the specific services and training proposed.

3. Activities and Services

   This section addresses specific activities, training and services to be provided through the project and the method used.

4. Work Plan

   The Work Plan section provides an expanded picture of the activities, training and services proposed. This section lists the quantified objectives, specifies all activities proposed to accomplish the objectives, identifies the organizations responsible for each activity and states an activity start and completion dates.

5. Participant Outcomes

   The Participant Outcomes section targets the major outcomes expected, estimates the number of participants to achieve the outcomes and states the relationship of the major outcomes to job placement or enhancement to obtain employment in the future.

6. Program Operating Plan

   This section differs from the work plan by emphasizing the "big picture." It shows the time frame for flow through of participants along with the expected outcomes.

Figure Nine illustrates examples for each of the six sections that form the basis of a performance based proposal. See an example of a funded JTPA performance based proposal at the end of this chapter.

Figure Nine

Performance Based Proposal

Examples of Content and Format

Program Goals and Objectives:

Provide services to JTPA eligible participants.

This project will identify and place 70 high school seniors in permanent employment.

Benefits to Participants:

70 Seniors will receive basic skills training and vocational training.

Activities/Services:

Pre-Employment skills competencies will be taught to all participants.

Participants will complete a job application, resume, mock interviews, and know job sources. Measurement of attainment will be according to potential and modified for disabling condition.

Work Plan:

70 participants will be placed in permanent unsubsidized employment.
Hiring letter will be received from employer.
To be accomplished by district staff between 3/1/85 and 5/1/85

Participant Outcomes:

70 Participants will be vocationally assessed regarding aptitudes, abilities, interests and attitudes toward employment.

An Employment Development Plan will be developed for each participant.

Program Operating Plan:

February 1985

Another 30 participants will enter on on-the-job training concurrent with classroom training.

PERFORMANCE BASED CONTRACTING

Performance based contracting forces program providers to develop realistic proposals. Performance contracts involve the payment of funds to the service provider based on the work performed including placement of the participant into unsubsidized employment in the occupation for which he or she trained. The JTPA allows this type of contracting but does not require it. From all indications, PICs are moving toward performance contracting as a means to pay for services and specified outcomes. This method of payment appears to be a future trend, mainly because it is an excellent way to guarantee program results. The essence of performance based contracting is that:

1. work performed is the basis for payment and occurs only as the results are evident,
2. stringently written agreements form the contract,
3. clearly defined requirements and goals must be addressed and accomplished, and
4. payment disbursements occur in 3 to 5 stages - monies are earned rather than granted as a lump sum before the service or training occurs.

Performance based contracting can also be referred to as fixed unit pricing. D. Straeder Taylor, JTPA financial consultant, reported that a typical payment schedule for a performance contract allows for 1) 30 percent of the total costs paid at the time of a program's start up which would be defined in the contract; 2) 30 percent of the costs to be paid after participants complete their training; and 3) 40 percent of the cost to be paid the service provider upon successful placement of participants at a wage specified in the contract (Ruttenberg, January 23, 1985). Figure Ten illustrates a SDA negotiating contract based on four performance objectives.

Figure Ten

SDA NEGOTIATING CONTRACT

Payment to the service provider occurs only after achievement of the objectives each of which must be completed in a fixed length of time as negotiated by the SDA and the service provider.

Figure Ten (continued)

1. Enrollment of participant.
2. Completion of 50 percent of "scheduled activity time".
3. Completion of training program - acquisition of training competencies and the completion of no less than ___ hours of scheduled training time.
4. Placement in unsubsidized training - related employment at no less than ___ per hour and placement must last up to a specified length of time as agreed to.

Source: Ruttenberg, January 23, 1985

Outcomes for youth programs in addition to job placement were authorized recently for fixed-unit contracts (performance based). The "NCEP Draft On Fixed-Price Contracts" reported this change in regard to the passage of the Carl D. Perkins Vocational Education Act. The additional JTPA-authorized outcomes specified for performance based contracting are:

1. Attainment of recognized employment competencies recognized by private industry councils (PICs).
2. Elementary, secondary, and post-secondary school completion or equivalent thereof (i.e., GED).
3. Enrollment in other training programs or apprenticeships
4. Enlistment in the Armed Forces.

(Ruttenberg, May 15, 1985)

The Canton City Schools', Canton, Ohio, JTPA program proposed for handicapped youth illustrates another variation in performance contracting. According to their proposal, all JTPA Title IIA youth programs in the SDA must be performance based. The performance contract was designed for negotiating a percentage of program funds withheld pending accomplishment of selected performance standards. The youth performance standards for negotiation follow:

	PIC/LEO STANDARDS	PROGRAM PROJECTED STANDARDS	
1. Positive Termination Rate	85%	85%	(26)
2. Cost per Positive Termination	$3,250	$1,194	
3. Entered Employment Rate	50%	50%	(15)
4. Average Wage at Placement	$3.50	$3.35	per hour

Performance contracting can be flexible to adjust to local circumstances and conditions. Examples of performance contracting include: 1) contracts based on competencies youth will achieve; 2) established benchmarks or performance objectives to be met; and 3) youth performance standards to be achieved. A program planner or service provider may need to approach the local PIC to discuss adjustments of the local contract terms regarding performance expectations or service levels based on the realities of serving handicapped youth (Ruttenberg, May 15, 1985).

Example One

A JTPA PERFORMANCE BASED PROPOSAL

PRIVATE INDUSTRY COUNCIL
OF
CONTRA COSTA COUNTY

REQUEST FOR PROPOSALS
for the
STATE EDUCATION COORDINATION AND GRANTS PROGRAM
under the
JOB TRAINING PARTNERSHIP ACT
TITLE IIA 8%

for the period
October 1, 1984 - June 30, 1985

PART III

Solicitation Instructions
Identifying Information
Narrative
Work Plan
Significant Segments/Target Groups/Geographical Area Service
Program Operating Plan
Demonstrated Performance

RETURN ONE (1) ORIGINAL AND NINE (9) COPIES OF THIS SECTION BY 5:00 P.M. ON MONDAY, JULY 23, 1984 TO:

Contra Costa County
Private Industry Council
2425 Bisso Lane, Suite 100
Concord, CA 94520-4891

AGENCY SUBMITTING: Acalanes Union High School District
DATE: July 23, 1984

NO LATE SUBMISSIONS WILL BE ACCEPTED

IDENTIFYING INFORMATION

I. IDENTIFICATION:

Agency: Acalanes Union High School District

Address: 1212 Pleasant Hill Road
Lafayette, CA 94549

Phone Number: 415-935-2800

Type of Agency: Local Education Agency
(Agency must be a Community Based Organization (CBO); Local Educational Agency (LEA); or Proprietary School)

Name of Contact Official: Walter W. Hale

Title of Contact Official: Superintendent

Phone Number: 415-935-2800

Name, Title and Affiliation of Person Who Prepared this Proposal:
Sally Hedberg, SELPAS Job Project Coordinator
Acalanes Union High School District

II. TOTAL JTPA FUNDS REQUESTED: $124,366

III. TOTAL MATCHING/IN-KIND CONTRIBUTION BEING PROVIDED: $ 180,395.00

(THIS AMOUNT MUST BE AT LEAST $133,727)

$180,395.00	Estimated Matching Funds
-0-	Estimated In-Kind Contributions

IV. AUTHORIZATION TO SUBMIT:

X Grant by Board Action on July 18, 1984
Part of Specific Authority Granted by Agency Director
Other (Specify)

Signature of Person Authorized to Submit:

Date Signed: July 18, 1984

NARRATIVE STATEMENT

RFP QUALIFIER FOR AGENCIES PLANNING TO ENROLL NEW PARTICIPANTS

ELIGIBILITY CERTIFICATION EXPERIENCE (This question applies only to those agencies planning to enroll participants not already enrolled in the Adult and Youth Program or the Tryout Employment Program for Youth. Such agencies must answer this question satisfactorily in order for their RFPs to be considered by PIC.)

Describe your agency's experience in certifying persons eligible for JTPA. Should your agency not have any experience in certifying persons eligible for JTPA, describe any experience your agency has had in certifying persons eligible for for a program with criteria similar to JTPA. (Eligibility criteria are outlined in Part I, Section 4 of this RFP; definitions relevant to eligibility criteria contained in Part I, Section 16 of this RFP are "Economically Disadvantaged" and "Family Income".) Include in this description the number of items audited and major audit findings.

From January to June 1984, the Contra Costa and Mt. Diablo Special Education Local Plan Areas (SELPAS) have been funded through the PIC with 6% JTPA money to plan and implement a job training and placement program for disabled students enrolled in special education programs in 17 high schools within 8 high school districts encompassing all of Contra Costa County excluding Richmond. (This proposal includes high schools in the Richmond SELPA which are covered by the Contra Costa PIC and are outside the City of Richmond PIC.)

During this duration, the SELPAS Job Project staff certified 120 special education juniors for pre-vocational skills and 85 special education seniors for On-the-Job Training (OJT) as eligible for JTPA services based on the definition of economically disadvantaged as it applies to the handicapped individual whose own income meets those standards regardless of family income. These students have physical or mental barriers which constitute a substantial barrier to employment. All students enrolled in special education are considered handicapped and, therefore, JTPA eligible.

The SELPAS Job Project was audited in April and was found in compliance with PIC and JTPA standards.

1. PROGRAM GOALS

Identify the Program Goal(s) identified in Part I, Section 1 of this RFP which your program plans to address. Describe the approach and methods which will be used to achieve these program goal(s). This description should clearly indicate that the approach and methods are likely to result in meeting the identified program goal(s).

INTRODUCTION:

The Contra Costa Private Industry Council was awarded JTPA monies to begin and operate the SELPAS Job Project, which was funded from January 1984 to June 1984. The many accomplishments-including the placement of 57 out of 82 students on unsubsidized jobs with a current 70% retention rate-strongly speak of the building of a foundation to enhance, coordinate and promote linkages between local educational agencies and the Contra Costa Service Delivery Area. The goal has been to enhance services provided through LEAs and to provide increased services to eligible JTPA participants.

In June, employers involved in the project were requesting that they be given additional students next year. They comment that knowing the leadership of the program and having had a successful experience would make it easier for them to work with additional students next year.

The Richmond SELPA, not involved in the Spring 1984 project, after hearing about it's success, made a request to be involved in subsequent projects. As part of the project, 120 students were identified to receive pre-vocational instruction. In June, educators were relating that these students were now ready for the OJT phase they expect will follow next year. In a short time, the SELPAS Job Project became a respected, standard resource, filling unmet needs for many districts and students, using diverse and flexible avenues that promote mainstreaming of the disabled into the community.

Therefore, the purpose of this project is to continue the accomplishments achieved through the previously funded SELPAS Job Project and build on that foundation to improve services.

PROGRAM GOALS:

Goal 1: Enhance coordination and promote linkages between school districts (LEAs) and the Private Industry Council.

1) This project will include Richmond SELPA in addition to Mt. Diablo and Contra Costa SELPAS.

2) Existing resources within the county such as the training facilities and expertise of the vocational

assessment center will be effectively utilized at very low cost.

3) Linkages between education, PIC, Labor, employers and other agencies will be strengthened through the advisory committee.

4) Enhance district personnel's knowledge of Regional Occupational Programs and the Assessment Center.

5) This project will increase disabled applicants to NYC programs.

6) Presentations will be made to special educators, employers, community groups andothers to further objectives of PIC and this project.

7) Enhance communication with educators from all participating districts.

Goal 2: Enhance services provided through districts (LEAs)

1) This project will support and encourage continuing inservice for teachers in nine districts to deliver pre-vocational and job related skills to their special education students as well as how to job develop in the community and incorporate knowledge about businesses in the classroom.

2) Project staff will provide direct support to districts.

Goal 3: Provide services to eligible JTPA participants.

1) This project will identify and place 70 high school seniors in permanent employment. This expectation is based on the June 1984 results of the project where 57 students out of 82 on OJT were placed in private employment.

2) We will design, develop and help teachers carry on classroom
activities including: employer contact
interviews
resume writing
and development of positive work attitudes
which will enhance the general employability of participating students.

2. BENEFITS TO PARTICIPANTS

Describe how participants will benefit from your program, identifying the participant needs your program will address.

1. 70 Seniors will receive basic skills training and vocational training.

2. 70 Seniors will be placed on OJT after they have been carefully assessed for the ability to perform basic skills, vocational skills, and work maturity skills appropriate to the job.

3. 70 Seniors will be financially independent alleviating their possible dependence on welfare related programs.

Youth with disabilities face an uncertain future when they leave the secondary schools. Qualification for employment is an implied promise of American education, but between 50 and 80 percent of disabled adults are jobless. Those disabled individuals who do gain entry into publicly supported day and vocational services experience low wages, slow movement toward employment, and segregation from non-disabled peers (U.S. Department of Labor, 1979).

Approximately one school generation after guaranteeing the right to a free, appropriate public education for disabled students, it is appropriate that the Job Training Partnership Act PL97-300 addresses the transition of persons with disabilities from school to work life. Approximately eight percent of the gross national product is spent each year in welfare programs to support the unemployed and underemployed disabled individual (White House Group on Disability Policy, 1983). The LEA's and SDA's investment in this project could alleviate the dependence of the disabled on welfare related programs. Systematic attention needs to be given to the transition of youth with disabilities from school to work. This will lead to their full participation as productive adults in the community. As many of these students do not go on to college or get further training, educators and employers involved in planning this project think it is important to fund this program while students are still in high school.

The participants disabilities include: learning, developmental, physical, communicative and visual impairments.

3. ENHANCING 78% PROGRAMS

Describe how your program will enhance 78% programs.

To eliminate duplication and enhance services, this project shares existing resources and information with the Tryout Employment Program for Youth (TEPY). This project will provide:

1 - necessary vocational assessment and pre-employment competencies on disabled students to prepare them for TEPY, therefore freeing up time for TEPY staff to develop jobs for disabled students.

2 - an opportunity for the TEPY staff to attend SELPAS Job Project orientation meetings and in-service meetings to get a better understanding of the needs and capabilities of disabled students.

3 - an opportunity for SELPAS Job Project staff (including district personnel) to attend TEPY meetings and become knowledgeable of TEPY's resources.

Nick Gonzales, Project Director Neighborhood Youth Corps, reports there has been an increase in the number of disabled students enrolling in the Tryout Employment Program for Youth who have been identified as having received pre-vocational skills in the SELPAS Job Project, January through June 1984.

4. ACTIVITY/SERVICE STRATEGY AND WORK PLAN

A. Identify each of the activities and participant training and services your program plans to provide. Describe the methods your agency will use to insure that each of these activities and participant services will be provided. In answering this question, identify each activity/participant service, with the description of the methods to be used to provide the activity/service following. Response to this question should include each of the Minimum Services contained in Part I, Section 11 of this RFP if you plan to enroll participants not already enrolled in the Adult and Youth or TEPY Programs.

B. Complete the Work Plan found on the next page. Include each activity and participant service on this chart.

(Use additional sheets if necessary.)

1. OUTREACH AND RECRUITMENT:	The SELPAS Job project staff will meet with the 9 participating school districts to give them information on the project requirements for recruiting eligible participants. The participants must be seniors enrolled in special education classes.
2. ORIENTATION:	The SELPAS Job Project staff will meet with the district liaisons to plan orientation meetings at the district site for prospective participants, their parents, teachers and administrators, to explain the project and its functions.
3. PRE-ASSESSMENT:	Each prospective participant will be interviewed and selected on the following criteria: 1 - Interest in permanent employment 2 - Senior in a special education program 3 - Not currently employed 4 - Willingness to be trained for a minimum of 180 hour on OJT 5 - Willingness to stay in unsubsidized employment for at least 3 months

4. ELIGIBILITY DETERMINATION: SELPAS Job Project staff will determine JTPA eligibility based on the definition of handicapped under economically disadvantaged.

5. REFERRAL TO PIC FOR INTAKE: SELPAS Job Project staff will do all intake to include: 1) Screening for eligibility; 2) the initial determination as to whether the program can benefit the individual; 3) determining the employment and training activities and services which would be appropriate for the applicant; 4) determining the availability of an appropriate employment and training activity; 5) a decision on selection; and 6) dissemination of information on the program.

6. ASSESSMENT/VOCATIONAL TRAINING ON THE ECONOMIC DEVELOPMENT PLAN: A vocational assessment will be provided after intake if the participant does not have one. The assessment will determine the applicant's employability, aptitudes, abilities and interests. A plan will be developed to achieve the applicant's employment and related skills. The plan may include a combination of basic skill training, vocational classroom training, counselling, employment competencies, social skills and on-the-job training.

7. DISSEMINATION OF INFORMATION OF THE PROGRAM: The SELPAS Job Project will increase the community support of this project by:

1 - Coordinating public relations efforts with the PIC and others
2 - disseminating brochures
3 - supplying SELPAS Job Project slide show for presentations to employers, community organizations, and prospective participants
4 - providing linkages and cooperation between the educational community and the business community
5 - enabling teachers to go out into the business community and see first hand the employer's needs and expectations of employees. The teachers can incorporate curriculum into the classroom which addresses those needs, ie., writing, problem solving and basic math and communication skills.

8. ADVISORY COMMITTEES TO PLAN AND IMPLEMENT PROJECT:

An Executive Project Committee composed of 7 members will meet monthly to direct staff on policies and procedures of the project, and support the project's efforts to their respective LEA's and agencies. The members are:

Dr. Ken Butler, Director Mt. Diablo SELPA
Dr. Stephen Cederborg, Director Richmond SELPA
Pete Gonos, Director Contra Costa SELPA
Charles A. Priest, Director Regional Occupation Programs
Dr. Walter W. Hale, Superintendent Acalanes Union High School District
Barbara Mitchell, Century 21/Hosking Associates, Employer
Robert Matthews, District Administrator Department of Rehabilitation

An advisory committee will meet monthly to advise districts, help with problem solving and share ideas. This committee is composed of:

Ron Adamson, AT&T
David Rossi, Longs Drugs
Joe Sullivan, Northern California Building Maintenance
Barbara Mitchell, Century 21/Hosking Associates
Neil Messick, Safeco
Sandi Hardy, Concord Chamber of Commerce
Ted Day, Union
Robert Whatford, Private Industry Council
Donna Walton, Industry Education Council
Dale Chatham, Employment Development Department
Jo Molchulski, Department of Rehabilitation
Diana Jorgensen, Departmental Disabilities Council
Ellen Seligman, Spectrum Center
Bev Casebeer, Citizen Advisory Committee
Charles A. Priest, Regional Occupational Program
Margaret Morris, CCC Assessment, Oak Park Center
Herbert Thier, Ed.D. Associate Director Lawrence Hall of Science
Marion Cornfield, CCC Office of Education
Norma Ramos, Project Workability, CCC Office of Education
Nick Gonzales, Neighborhood Youth Corps, District Liaisons from the 9 LEA's

9. PRE-EMPLOYMENT SKILLS COMPETENCIES FOR ALL PARTICIPANTS:

All participants will complete a job application, resume, mock interviews and have knowledge of job sources before being placed on on-the-job training. This is the same competency system developed by PIC for Tryout Youth Employment Program (TYEP). The participants will be measured as to the attainment of these skills according to their potential and modified for their disabling condition.

10. ON-THE-JOB TRAINING:

Appropriate jobs will be developed for 70 seniors, matching the student's vocational assessment on abilities and interests and the completed employment skills competencies. Employers will be given support and help with the OJT training by Job Developers/Enablers. They will serve as liaison between employers and classroom training teachers so that supplemental on campus classroom instruction will enhance the OJT placement.

11. 70 DISABLED PARTICIPANTS WILL BE PLACED IN PERMANENT, UNSUBSIDIZED EMPLOYMENT:

The participants will be placed in unsubsidized employment by May, 1985. During the unsubsidized employment in June, the district job developers/enablers will be giving continual support to employers for another 30 days. This will help to insure a 30 day retention follow-up on unsubsidized employment.

12. RECOGNITION RECEPTION TO HONOR THE PROJECT'S EMPLOYERS:

The project staff will plan and hold a reception honoring the employers who participate in the project. Each employer will be given a certificate of appreciation. Teachers, student participants, parents, advisory committee members from the community and school administrators will be invited.

13. EVALUATION OF PARTICIPANT OUTCOME:

Each participant will be evaluated on:

1. activities completed on Educational Development Plan (EDP)
2. Pre/post testing of work attitudes
3. placement on unsubsidized employment

Work Plan

List below the objectives of your proposal, the activities to accomplish those objectives, the organization responsible for the activity, and activity start and completion dates.

Objective		Activities	Responsible Organization	Start Date	Completion Date
1. Outreach & Recruitment of 70 participants	1.1	Meet with 9 LEA's to inform them of project requirements for recruiting eligible participants.	Project Staff	10/1/84	12/1/84
2. Conduct Project orientation meetings at each district	2.1	Meet with district liaisons to plan orientation meetings at district sites for prospective participants, parents, teachers and administrators.	Project Staff Project Executive Committee Dept. of Rehabilitation	10/1/84	12/1/84
3. Pre-Assess 70 participants	3.1	Interview and select participants on following criteria: a - Interest in permanent employment b - Senior in special education program c - Not currently employed d - Willingness to be trained for a minimum of 120 hours of OJT e - Willingness to stay in unsubsidized employment for at least 3 months	Project Staff District Staff	10/1/84	12/1/84
4. Determine eligibility/intake of 70 participants	4.1	Screen for eligibility based on the definition of handicapped under economically disadvantaged	Project Staff in conjunction with	10/1/84	12/1/84
	4.2	Determine appropriate employment, training activities and services appropriate for the applicant	Regional Occupational Program and	10/1/84	12/1/84
	4.3	Determine availability of an appropriate employment and training activity	District Staff (including Special Ed. and vocational teachers)	10/1/84	12/1/84
5. Assess 70 participants for vocational and basic skills	5.1	Complete vocational assessment including attitudes, aptitudes, employability skills, and basic skills on all participants.	District Staff CCC Vocational Assessment Center	10/5/84	12/5/84
6. Select appropriate training activity for 70 participants	6.1	Develop Economic Development Plan (EDP) based on vocational assessment and counseling	District Staff (including Special Ed. and Voc-Ed teachers, counselors and ROP teachers)	10/15/84	2/1/84
	6.2	Enroll 70 participants in a combination of basic skills training, employability training, classroom training and/or Regional Occupational Programs	Project Staff	10/15/84	2/1/85
7. Disseminate information on project	7.1	Present slide show to Chambers of Commerce, service clubs and employers Distribute brochures Publicize project in local newspapers	Project Staff District Staff Project Executive Committee Advisory Committee	10/1/84	6/30/85
	7.2	Make presentations to local and county school boards		10/15/84	2/1/85
	7.3	Make presentations to parents, future participants and agencies involved with the disabled.	Project Staff	10/1/84	6/30/85
8. Coordinate Advisory Groups	8.1	Hold monthly meetings of Advisory Council and Project Executive Committee	Project Executive Committee	10/1/84	6/30/85
9. Review pre-employment skills completion of 70 participants	9.1	All participants complete: Job application resume mock interview	District Staff	11/1/84	2/1/85

Objective	Activities	Responsible Organization	Start Date	Completion Date
10. Place 70 participants on-the-job training	10.1 Develop appropriate jobs based on review of student's vocational assessment and completed pre-vocational objectives.	District Staff	12/1/84	2/1/85
	10.2 Negotiate and complete OJT contracts	District Staff Project Staff	12/1/84	2/1/85
	10.3 Review completed OJT contracts and appropriateness of placement before student is placed on first day of OJT	SELPAS Staff PIC Staff	12/1/84	2/1/85
	10.4 Notify employers of tax credit	District Staff EDD	12/1/84	2/1/85
	10.5 Give technical assistance to employers to increase productivity to participant. Give training and supplemental on-campus instruction to 70 participants	District Job Developers/ Enablers	12/1/84	5/30/85
11. Place 70 participants in permanent unsubsidized employment	11.1 Receive hiring letter from employer	District Staff	3/1/85	5/1/85
	11.2 Verify participant on unsubsisidized placement	Project Staff	5/1/85	6/1/85
	11.3 Continue support for participants and employers 30 days on unsubsidized employment	District Job Developers/ Enablers	5/1/85	6/1/85
	11.4 Verify participants 30 days retention on unsubsidized	Project Staff	6/1/85	6/30/85
12. Maintain and increase support of project	12.1 Plan and hold recognition reception to honor participating employers	Project Staff	5/1/85	6/30/85
13. Evaluate participant outcomes	13.1 Evaluate activities completed on Employment Development Plan	Project Staff	5/1/85	6/30/85
14. Review project	14.1 Review completion of program operating plan	Project Executive Committee	5/1/85	6/30/85
	14.2 Distribute summary report to each district, Advisory Committee and PIC	Project Executive Committee	5/1/85	6/30/85

14. EVALUATION OF THE PROJECT: The Project Executive Committee will review the program operating plan and interview a sampling of participants, teachers, employers and advisory committee members as to the effectiveness of the program. They will distribute a summary report to each District, Advisory Committee Members and PIC.

5. PARTICIPANT OUTCOMES

Identify the major outcomes expected and the number of parents estimated to achieve each of these outcomes. It should be clear that major outcomes are directly related to job placement or enhancement of participant's ability to obtain employment in the future.

1) 70 participants will have a vocational assessment to determine aptitudes, abilities, interests and attitudes toward employment.

An Employment Development Plan will be developed to achieve the applicant's employment and related goals.

2) 70 participants will receive counseling and upgrading of employment competencies including:

A. Pre-employment skills competency:
   1. Completing a job application
   2. Knowledge of job sources
   3. Interview techniques

B. Work Maturity skills competency:
   1. Punctuality
   2. Attendance
   3. Personal appearance
   4. Ability to get along with co-workers
   5. Demonstrating initiative
   6. Completing work on time
   7. Quality of work performed

C. Job specific skills competency:
   1. Training in specific occupational area
   2. Ability to carry out entry level tasks specific to the training for related occupation

3) 70 participants will be placed in permanent, unsubsidized employment by May 1, 1985.

6. SIGNIFICANT SEGMENTS/TARGET GROUPS AND GEOGRAPHICAL AREA SERVICE

A. Following is the PY '84 planned service to significant segments and geographical areas. These countrywide goals have been approved by the Private Industry Council. Also included are target groups for possible service. No goals have been established. Bidders are required to complete the column headed "Bidder Proposed Service", including each age group and any target group which you plan to serve. A rationale is to be provided for each deviation from SDA goals. Service to racial groups may vary substantially from SDA goals. However, it is expected that service to geographical areas will not deviate significantly from SDA goals.

SIGNIFICANT SEGMENT/TARGET GROUP/GEOGRAPHICAL AREA PLAN

SIGNIFICANT SEGMENTS

	PERCENTAGE SDA PLANS TO SERVE	BIDDER PROPOSED* SERVICE
MALE	45%	32
FEMALE	55%	38
16-19	NO SDA GOAL	60
20-21	NO SDA GOAL	10
22-44	NO SDA GOAL	--
45-54	NO SDA GOAL	--
55 AND OVER	NO SDA GOAL	--
WHITE	53%	37
BLACK	22%	16
HISPANIC	15%	10
AMERICAN INDIAN/ALASKAN NATIVE	1%	1
ASIAN/PACIFIC ISLANDER	9%	6

TARGET GROUPS

AFDC/WIN REGISTRANT	NO SDA GOAL	
HANDICAPPED	NO SDA GOAL	70
SCHOOL DROPOUT	NO SDA GOAL	
RECEIVING PUBLIC ASSISTANCE	NO SDA GOAL	
OFFENDER	NO SDA GOAL	

GEOGRAPHICAL AREAS

WEST COUNTY	28%	61
CENTRAL COUNTY	31%	23
EAST COUNTY	34%	23
FAR EAST COUNTY	7%	5

---

*A rationale for proposed deviations from "Percentage SDA Plans to Serve" should be provided for each deviation. The rationale should be based on groups targeted for service not coinciding with SDA goals. Wherever possible, the rationale should include current population data and in those cases should cite the data source(s). Use additional sheets if necessary.

B. Describe the methods your agency will use to insure service to the entire geographical area applying for. Include agreements reached with other agencies, provisions for outstationing staff in outlying areas, etc.

All districts in the county were invited to participate in the project.

The SELPAS Job Project has a district ilaison at each of the participating school districts. Each school district will make referrals on the number of placements allotted according to geographical area to the SELPA Job Project Staff. A performance based agreement will be signed by each school district's Board as to the number of placements they will train and place according to this allotment. SELPAS Job Project staff will do certification on eligibility and a program orientation at the districts for parents, teachers and participants.

There will be monthly Advisory Committee meetings of the 9 school district liaisons, employers, agencies, union, and SELPA Job Project Staff. The purpose of these meetings will be:

1 - To update committee on new pertinent information from the PIC

2 - To share information, curriculum and materials with each other

3 - To give Districts the opportunity to present problems and have input from,full committee on problem solving.

4 - To provide employers, agencies and educators the contact necessary for the success of the project.

There will be a minimum of 9 visits (once a month) to each of the 9 LEA's by project staff to give technical assistance and to insure project is in compliance with JTPA procedures and policies. Staff will make more field visits when necessary.

7. PROGRAM OPERATING PLAN

A Program Operating Plan (POP) (format attached) is to be completed for the period October 1, 1984 - June 30, 1985 (PY '84).

This plan is to reflect the quantitative flow of participants through your proposed program, along with expected outcomes. Instructions for completion are included with the POP format.

All participants will be enrolled in basic skills training as part of their special education Employment Development Plan.

OCTOBER - NOVEMBER 1984

70 participants will be enrolled by the end of November.
35 participants will be enrolled in Regional Occupational Programs.
15 participants will be enrolled in special education vocational training classes.
70 participants will be enrolled in a basic skills training class.

DECEMBER 1984

10 participants will be placed in OJT concurrent with their classroom training.

JANUARY 1985

30 more participants will be placed in OJT concurrent with CRT.

FEBRUARY 1985

Another 30 participants will go on OJT concurrent with CRT.

MARCH 1985

The 10 participants will be terminated in training related placements. One participant will be terminated in a non-training related placement.

APRIL 1985

5 participants who received basic skill training will be placed in direct placements not requiring OJT.
2 participants will be placed in training related placements.
2 participants will be placed in non-training related placements.

MAY 1985

5 participants will be placed in direct placements (no OJT)
33 participants will be placed in training related placements.
2 participants will be placed in non-training related placements.

JUNE 1985

The district Job Developers will be: visiting job sites
lending support to employers
evaluating participants performance

SELPAS JOB PROJECT
EMPLOYMENT DEVELOPMENT PLAN (EDP)

1. BACKGROUND INFORMATION - TO BE FILLED OUT BY SCHOOL PERSONNEL

SCHOOL ____________________

SOCIAL SECURITY NUMBER ____________________

NAME ____________________
LAST FIRST MIDDLE

ADDRESS ____________________

MAILING ADDRESS (if different) ____________________

PHONE __________ BIRTHDATE __________ AGE __________

GENDER MALE _____ FEMALE _____

ETHNIC GROUP
1. White- Non-Hispanic
2. Black- Non-Hispanic
3. Hispanic
4. Amer. Indian/Alaskan Native
5. Asian/Pacific Islander

STUDENT'S SIGNATURE ____________________ Date __________

PARENT'S SIGNATURE ____________________ DATE __________
(if student is under 18)

TEAM MEMBERS - NAME AND TITLE

CLASSROOM TEACHER ____________________ DATE __________

VOCATIONAL TEACHER ____________________ DATE __________

JOB DEVELOPER ____________________ DATE __________
(if different than vocational or classroom teacher)

PROJECT COORDINATOR ____________________ DATE __________

2. COMPLETED VOCATIONAL ASSESSMENT - COMPLETE BY SCHOOL PERSONNEL
YES _____ NO _____ IF NO DATE SCHEDULED _______

A. LIST STRENGTHS SHOWN IN SKILL AREAS ON ASSESSMENT
1. ____________________
2. ____________________
3. ____________________

B. JOB SKILL INTEREST AREAS ON ASSESSMENT
1. ____________________
2. ____________________
3. ____________________

3. CHECK THREE (3) TARGETED OCCUPATIONAL DIVISIONS FOR JOB TRAINING & PLACEMENT BASED ON VOCATIONAL ASSESSMENT STRENGTHS AND INTERESTS AREAS - SCHOOL PERSONNEL

___ a. Artistic - crafts, arts, modeling, music
___ b. Scientific - biologist, chemist
___ c. Plants & Animals - animal trainer, groomer, farm worker, groundskeeper
___ d. Protective - law enforcement
___ e. Mechanical - engineer, welding technician, drafter
___ f. Industrial - rug cleaner, air draft mechanic, watch repair
___ g. Business detail - records, processing, clerical
___ h. Selling - sales representative, traffic agent, assistant buyer
___ i. Accommodating - beauty operator, barber, hospitality
___ j. Humanitarian - nursing, child care, social work
___ k. Leading - influencing math, statistics, teacher, library, law, finance
___ l. Physical Performance - sports

LIST IS FROM THE GUIDE FOR OCCUPATIONAL EXPLORATION

4. LIST PREVIOUS TYPES OF JOBS

1. ____________________
2. ____________________
3. ____________________

5. VOCATIONAL TRAINING

A. ROP CLASS ____________________
ROP TEACHER ____________________
ROP SITE ____________________

B. VOCATIONAL TRAINING CLASS ____________________
VOCATIONAL TRAINING TEACHER ____________________
VOCATIONAL TRAINING SITE ____________________

TO BE FILLED OUT AS INFORMATION BECOMES AVAILABLE

6. SCHEDULE OF EVENTS LEADING TO PERMANENT, UNSUBSIDIZED EMPLOYMENT

A. PRE/POST EMPLOYMENT SKILLS TRAINING

	PRE		POST	
	PASS	NO PASS	PASS	NO PASS
a. APPLICATION				
b. JOB SOURCE KNOWLEDGE				
c. INTERVIEW				

B. ON THE JOB TRAINING PLACEMENT

a. JOB SITE NAME ____________________
JOB SITE ADDRESS ____________________
JOB SITE PHONE ____________________
SUPERVISOR'S NAME ____________________
OJT CONTRACT #__________ WAGE PER HOUR ______ # HRS./WEEK ____
START DATE ____________ END DATE __________
OJT MONIES PAID TO EMPLOYER ____________

b. WORK MATURITY SKILLS COMPETENCIES

Number of competencies in each category	Above Average	Average	Needs Improvement
REPORT 1	____	____	____
REPORT 2	____	____	____
REPORT 3	____	____	____

c. JOB SPECIFIC SKILLS COMPETENCIES RATING CRITERIA

RATING
SATISFACTORY NEEDS IMPROVEMENT

1. ____________________
2. ____________________
3. ____________________

7. PLACEMENT IN PERMANENT EMPLOYMENT

A. LETTER FROM EMPLOYER OF UNSUBSIDIZED EMPLOYMENT YES ____ NO ____
B. TRAINING RELATED PLACEMENT YES ____ NO ____
NON-TRAINING RELATED PLACEMENT YES ____ NO ____

SELPAS JOB PROJECT
Acalanes Union High School District
1212 Pleasant Hill Road
Lafayette, CA 94549
415-935-2800

This is to certify that ______________________________

is a student in the Special Education Program at

_________________________ High School in the

_________________________ School District and is

certified _______________________ disabled under PL 94-142.

This disability is a substantial barrier to employment.

Sincerely,

___________________________________ ______________
Signature Date

___________________________________ ______________
Title Date

PRE-TEST

Employment Competencies
as designed by PIC

APPLICATION
FOR EMPLOYMENT

Name ____
(Last) (First) (Middle)

Street Address ______________________________________

City or Town ______________________ State ______ ZIP ______

Telephone ____

Social Security Number ______________________________

Condition of Health _____ excellent _____ good _____ fair _____ poor
(check one)

Describe if appropriate ______________________________

Are you a citizen of the United States? ______ If not, what country are you a citizen of? ______________________________

How long have you lived at your present residence? ______________

Have you had any convictions other than minor traffic violations? ___
Yes _____ No _____. If yes, give details ______________

Have you ever been dismissed from a job? _____ If yes, describe _____
____

In case of emergency, notify ______________________________
(name)

____
(street) (city) (state) (ZIP)

____
(relationship) (phone number)

137

EDUCATION

Elementary School ____________________ Location __________

High School ____________________ Location __________

College ____________________ Location __________

Special training ____________________________________

EMPLOYMENT

Give name and address of each employer worked for within the last ten years, starting with the last employer that you worked for:

Employer's Name ______________________________________

Address ________________________________ Salary _____

Position Held ____________________ From __________ To _____

Reason for Leaving ___________________________________

Employer's Name ______________________________________

Address ________________________________ Salary _____

Position held ____________________ From __________ To _____

Reason for Leaving ___________________________________

REFERENCES

Name ____

Address ___________________________ Phone No. _______

Name ____

Address _______________________________________

Name ____

Address _______________________________________

Applicants Signature ________________________________

POST-TEST

ACALANES UNION HIGH SCHOOL DISTRICT
APPLICATION FOR EMPLOYMENT

Position: ______________________________ Date: __________

Name: ________________________________ Telephone: ________

Address: ____________________ City: ________ Zip: __________

How long have you lived at the above address? _____ Are you a citizen of the United States? __________

Name of high school attended: ______________ Did you graduate? ___

Name of business school or college: __________ Did you graduate? ___

Have you ever been convicted for anything other than a minor traffic violation? Yes _____ No _____

Are there any hours, shifts or days you cannot or will not work?
Yes _____ No _____

Are there any specific sites in our district where you cannot or will not work? Yes ____ No _____

Do you have any physical or mental condition which may limit your ability to perform in the position applied for? Yes _____ No _____

For each question answered yes, explain in detail on the back of this sheet. Misrepresentation of facts herein may be cause of dismissal.

LIST YOUR PAST EMPLOYMENT RECORD WITH YOUR MOST RECENT JOB FIRST:

Name of Employer	Address of Employer	Position Held	Dates of Employment	Monthly Pay

Are you interested in temporary or permanent employment? __________

Please give the names and addressed of two persons who know of your work whom you would be willing to have us contact.

1. ____

2. ____

APPLICANT'S SIGNATURE ______________________________

AN EQUAL OPPORTUNITY EMPLOYER

PRE-TEST TO BE USED
BY SDC STUDENTS ONLY

CLASSROOM ACTIVITY

APPLICATION FOR EMPLOYMENT

PLEASE PRINT DATE: ____________

NAME ____
FIRST MIDDLE LAST

ADDRESS ____
NUMBER STREET CITY STATE ZIP

PHONE: ______________________ SOCIAL SECURITY NO. ____________

CHECK ONE: MALE ____ AGE ____
FEMALE ____

PLACE OF BIRTH ____________________
CITY STATE

NAME OF SCHOOL CURRENTLY ATTENDING ______________________

WORK PERMIT NO. ____________________

ARE YOU A CITIZEN OF THE U.S.? YES ____ NO ____

POSITION DESIRED ______________________________

ARE YOU EMPLOYED NOW? ______________

WHAT TYPE OF WORK IS IT? ____________________

WHAT TYPE OF WORK DO YOU ENJOY? ______________________

REFERENCES

NAME ADDRESS OCCUPATION

1. ____

2. ____

3. ____

SIGN YOUR NAME HERE ______________ PRINT YOUR NAME HERE ____________

PRE-EMPLOYMENT SKILLS COMPETENCY
ASSESSMENT OF APPLICATION AND KNOWLEDGE OF JOB SOURCES SKILLS

Participant ____________________ Contractor Acalanes Union High School District
Rater ____________________ Program 8% SELPAS Project

INSTRUCTIONS: Place a check in the appropriate column.

RATING CRITERIA	RATING Pre Test Yes	 No	 Post Test Yes	 No
A. JOB APPLICATION SKILL				
1. Information has been placed on the correct lines (maximum 2 errors) - may be waived when information is dictated or given orally.				
2. All information items have been completed or N/A used (maximum 2 incompletions)				
3. All words have been spelled correctly (maximum 3 misspelled words) - may be waived for youth with dyslexia or when information is dictated or given orally.				
4. Application has been filled out neatly (maximum 2 crossouts) - may be waived when information is dictated or given orally.				
5. Form of response is printed in ink or typed.				
6. Job history is in specified order (i.e., most recent job first, etc.)				
7. Application has been signed by applicant - this may be waived when applicant is physically unable to sign the application.				
8. Information is procedurally accurate (correct information is on the application)				
B. KNOWLEDGE OF JOB SOURCES Seven job sources have been identified				

PROGRAM ENTRY COMPETENCY ASSESSMENT

Has job application competency:
Yes ____ No ____
Date Assessed __________

Has knowledge of job sources:
Yes ____ No ____
Date Assessed __________

PROGRAM EXIT COMPETENCY ASSESSMENT

Attained job application competency:
Yes ____ No ____ N/A ____
Date Assessed _________

Attained knowledge of job sources:
Yes ____ No ____ N/A ____
Date Assessed _________

STANDARDS: Participant must receive "Yes" on all 8 application criteria (as applicable) to attain job application competency.
Participant must receive "Yes" on job sources criteria to attain job sources competency.

PRE-EMPLOYMENT SKILLS COMPETENCY
TEST OF JOB SOURCES

Participant ______________________________ Date __________
Contractor Acalanes Union High School District Program 8% SELPAS Project

Please list seven job sources (places where you could find out about a job opening).

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

FOR OFFICE ONLY

Circle One: Pre Test; Post Test

PRE-EMPLOYMENT SKILLS COMPETENCY
LIST OF APPROVED JOB SOURCES

1. HELP WANTED ADS IN NEWSPAPERS
2. TELEPHONE DIRECTORIES (YELLOW PAGES)
3. FRIENDS OR RELATIVES
4. CHAMBER OF COMMERCE
5. BETTER BUSINESS ASSOCIATION
6. INTERDENOMINATIONAL CHURCH COUNCIL
7. EMPLOYMENT DEVELOPMENT DEPARTMENT
8. PRIVATE EMPLOYMENT AGENCIES
9. BETTER BUSINESS BUREAU
10. BUSINESS ESTABLISHMENTS
    a. SIGNS IN WINDOWS
    b. SOME FACTORIES HAVE HELP WANTED BILLBOARDS OR BULLETIN BOARDS LOCATED OUTSIDE

11. MANUFACTURER'S DIRECTORIES
12. OBSERVE CONSTRUCTION AREAS
13. CIVIL SERVICE ANNOUNCEMENTS (USUALLY LOCATED IN POST OFFICES, LIBRARIES AND EDD)
14. SCHOOL AND COLLEGE PLACEMENT SERVICES
15. PROFESSIONAL STAFF MEMBERS IN REHABILITATION FACILITIES
16. VOCATIONAL TEACHERS
17. REHABILITATION COUNSELORS

FOR USE IN ALL PY '85 PROGRAMS

PRE-EMPLOYMENT SKILLS COMPETENCY
INTERVIEW QUESTIONS

1. Tell me about yourself.
2. Why do you think you would like to come into our program?
3. What jobs have you held, how were they obtained, and why did you leave?
4. What do you know about this program?
5. Why do you think you would like this particular type of job/training?
6. What are your special abilities?
7. What kind of work interests you?
8. Have you ever had your driver's license revoked?
9. Why should we put YOU in this training program, rather than someone else?
10. Have you ever been fired from a job?
11. What do you like best/least about your last job?
12. What is your strongest qualification for a job?
13. What do you plan to do or earn five or ten years from now?
14. What would you do if your boss asked you to do something in 15 minutes and you knew you couldn't get it done in that amount of time?

FOR USE IN THE PY '84 ADULT AND YOUTH, TEPY, SYETP AND 8% SELPAS PROGRAMS

PRE-EMPLOYMENT SKILLS COMPETENCY
ASSESSMENT OF INTERVIEW SKILLS

Participant ________________ Contractor Acalanes Union High School District
Rater ________________ Program 8% SELPAs Project

INSTRUCTIONS: Place a check in the appropriate column.

	RATING			
	Pre Test		Post Test	
RATING CRITERIA	Yes	No	Yes	No
1. Was well groomed				
2. Was appropriately dressed				
3. Began interview with a friendly greeting				
4. Responses were not close-ended/volunteered information				
5. Stated relevant qualifications or experience				
6. Avoided mentioning personal weaknesses or making negative statements (except disabilities)				
7. Asked appropriate and relevant questions about working/training conditions				
8. Expressed self clearly				
9. Showed interest and enthusiasm				
10. Was knowledgeable about the program				
11. Emphasized what he/she had to offer the work world rather than what the program had to offer him/her (except disabilities)				
12. Presented a self-confident image				
13. used appropriate grammer				
14. Maintained good eye contact with the interviewer				
15. Avoided annoying mannerisms				
16. Exited interview in a friendly manner and a thank-you				

PROGRAM ENTRY COMPETENCY ASSESSMENT	PROGRAM EXIT COMPETENCY ASSESSMENT
Has interview competency:	Attained interview competency:
Yes ___ No ___	Yes ____ No ____ N/A ____
Date Assessed __________	Date Assessed __________

STANDARD: Participant must receive "Yes" on 12 of the 16 criteria, including Criteria #1 and #2 to attain interview skills competency.

EMPLOYER RATING SHEET
PY '85 SELPAS PROJECT

Participant ____________________ School ____________________

Supervisor ____________________ Employer ____________________

Person Completing Form ____________________ Date ____________
(put N/A if person completing form is the supervisor)

Instructions: Please check the areas which best approximate the youth's progress. Your responses will assist with counseling and improving participant's performance.

WORK MATURITY SKILL COMPETENCY	ABOVE AVERAGE	AVERAGE	NEEDS IMPROVEMENT	COMMENTS
1. Punctuality in arriving for work				
2. Regular attendance				
3. Personal appearance				
4. Ability to get along with co-workers				
5. Demonstrating initiative				
6. Completing work				
7. Quality of work performed				
8. Ability to follow oral and/or written directions				
9. Ability to ask questions				

Implications for classroom training: ______________________________

____

ASSESSMENT OF JOB SPECIFIC SKILLS COMPETENCY
PY '85 8% SELPAS PROJECT

Participant ______________________________ Employer ____________________

Person Completing Form ____________________ Supervisor ____________________
(put N/A if Supervisor is completing the form)

Job Classification ______________________ School ____________________

INSTRUCTIONS: The youth's supervisor should complete this form via observation, or staff may complete this form via discussion with the youth's supervisor. List a minimum of five (5) major skills necessary in order to obtain employment in the occupation in which the youth is receiving OJT training prior to placing the youth at the site.

During the last 2 weeks the youth is enrolled in OJT training, either have the supervisor complete this form or contact the supervisor to obtain his/her evaluation of the youth's proficiency in each skill area.

RATING CRITERIA	POST TEST RATING	
	Satisfactory	Needs Improvement
1.		
2.		
3.		
4.		
5.		

Implications for classroom training: ______________________________

OFFICE USE ONLY

PROGRAM EXIT COMPETENCY ASSESSMENT

Attained job specific skills competency: Yes ____ No ____ Date Assessed ____

STANDARD: Participant must receive "Satisfactory" on each of the 5 job specific skills in order to attain the job specific skills competency. (If the employer identifies less than 5 skills, youth must receive "Satisfactory" on each of the skills identified in order to attain the job specific skills competency.)

RECORD OF EMPLOYMENT COMPETENCIES ATTAINMENT
TITLE II-A 8% SELPAS PROJECT
PY '85

Participant ______________________ Date Completed ________

Person Completing Form ______________

Instructions: For both "Pre Test" and "Post Test", place a check ( ) in the appropriate box. Please note that Line 1 "Pre-Employment Skills Competency" should be checked "yes" only if a., b., and c. are checked "yes".

CRITERIA	RATING			
	Pre Test		Post Test	
	Yes	No	Yes	No
1. PRE-EMPLOYMENT SKILLS COMPETENCY (check each)				
a. Completing a Job Application AND				
b. Knowledge of Job Sources AND				
c. Interview Techniques				
2. WORK MATURITY SKILLS COMPETENCY Youth received "Average" evaluations from the supervisor in each of the 9 work maturity skills.				
3. JOB SPECIFIC SKILLS COMPETENCY Youth received a "Satisfactory" from the supervisor or instructor in each of the job specific skills.				

Youth qualifies for Positive Termination due to Attained Employment Competencies:

Yes ____ No ____

(Youth qualifies for Attained Employment Competencies Positive Termination if youth attained two (2) competencies which s/he did not have when s/he was tested at program entry.)

References

Ruttenberg, S. (ed.). (March 20, 1985). Child welfare agencies eye training as aid for teen's passage to independence. Employment and Training Reporter, 16(27) 840.

Ruttenberg, S. (ed.). (May 15, 1985). 'NCEP' draft on fixed-price contracts. Employment and Training Reporter, 16(35) 1109.

Ruttenberg, S. (ed.). (January 23, 1985). Performance-based contracting tricky but useful, consultant tells seminar. Employment and Training Reporter, 16(19) 576.

Section III

Youth Competency Systems

CHAPTER CONTENTS

Chapter 7: JTPA Youth Competencies and Handicapped Youth 145

Introduction 147

Implications for Handicapped Youth 147

Moving to a Competency Based System . . . 148

Advantages of a Youth Competency System . . 149

Disadvantages of a Youth Competency System 150

Helping the PIC Develop a Competency Based System 151

The Competency Development Process 152

Elements of a Competency Based System . . 152

The Maine Job Training Coordinating Council's Process 152

The National Association of Private Industry Council's Process 154

The Rock Island (Illinois) Tri-County Training Consortium's Process . . 161

Model Youth Employment Competency System 163

Documentation System 163

Certification/Credentialing 164

Pre-Employment 165

Pre-Employment and Work Maturity Competencies for Youth 166

Pre-Employment Skills, Example One: Pre-Employment Competency Area 167

Work Maturity Skills, Example Two: Work Maturity Competency Area 174

Continued ►

Chapter 7: (Continued)

Pre-Employment and Work Maturity Skills, Example Three: Summer Youth Employment Training Program Employability Skills Curriculum, Benchmarks, and Certification Techniques 177

Pre-Employment and Work Maturity Skills, Example Four: Youth Employment Competencies for Pre-Employment and Work Maturity 186

Pre-Employment and Work Maturity Skills, Example Five: Youth Competency Statements for Summer Youth Employment and Training Program . . 188

Pre-Employment and Work Maturity Skills, Example Six: Pre-Employment and Work Maturity Competency System 194

Pre-Employment and Work Maturity Skills, Example Seven: Pre-Employment and Work Maturity Skills Competency System 201

Pre-Employment and Work Maturity Skills, Example Eight: Youth Employment Competencies 206

Basic Education Skills 208

Basic Education Skills, Example One: JTPA Youth Employment System: A Model . . 209

Basic Education Skills, Example Two: Remedial Education Benchmarks 212

Basic Education Skills, Example Three: Account Clerk/Assistant Bookkeeper Billing/ Payroll/Financial Clerk 214

Basic Education Skills, Example Four: The Comprehensive Education and Training Opportunities Program (CETOP) Basic Academic Skills Samples 217

Summary and Conclusions on Basic Skill Youth Competencies 220

Continued ►

Chapter 7: (Continued)

Job Specific Skills 220

Job Specific Skills, Example One: On-the-Job Training/Job Specific Competency and Class Size Training/ Job Specific Competency 222

Job Specific Skills, Example Two: JTPA Electronic Servicing 225

Developing a Comprehensive Approach to Youth Competencies 240

Developing a Comprehensive Approach, Example One: Competencies for Private Sector Tryout for PY 1984 241

References 255

Chapter 7

JTPA YOUTH COMPETENCIES AND HANDICAPPED YOUTH

by

Lloyd W. Tindall, John Gugerty and Barbara Dougherty

One of the measurements of the success of youth programs in the JTPA legislation is the "attainment of employment competencies recognized by the Private Industry Council" 106(b)(2)(A). The youth competency system developed by the PIC will affect the assessment of youth, the type of programs which the PIC will fund and the type of involvement by educational agencies. Employers will be concerned that the youth competencies are in accord with their employment needs.

Competency based employment and training programs present an effective means to help handicapped youth learn basic education, pre-employment and work maturity and job specific skills. The task of developing a youth competency system has been mandated to the PIC by the JTPA legislation. The involvement of educators, employers, vocational rehabilitation and other personnel in the development of the youth competencies will likely improve their effectiveness.

The purpose of this chapter is to provide a basis for the development of youth competencies to serve handicapped youth. Although competency based education is well established in many secondary and postsecondary school systems, no single competency process has been adopted by educators or Private Industry Councils. Several of the more common processes accepted by various PICs are detailed in this chapter. Examples of three JTPA youth competency systems currently used by PICs are included to provide a basis from which to develop an effective JTPA Youth Competency program.

JTPA YOUTH COMPETENCIES AND HANDICAPPED YOUTH

INTRODUCTION

Job Training Partnership Act programs which enroll youth aged 16-21 are required by the U.S. Department of Labor to meet the following Performance Measures.

1. Entered Employment Rate - 41%
2. Positive Termination rate - 82%
3. Cost per Positive Termination - Not over $4900 per person

In many cases it is difficult for these youth programs to meet the performance measures, especially programs which enroll large numbers of handicapped youth.

Realizing that JTPA youth programs may not be able to meet these performance standards, Congress developed three categories of youth employment competencies which, if approved by the Private Industry Council (PIC) and achieved by the youth, could be incorporated into the positive termination rate and cost per termination. These three youth competency categories are:

1. Basic Educational Skills - including reading, writing, and computational skills.
2. Job Specific Skills, including knowledge and skills normally required to carry out entry-level tasks of a specific occupational or cluster of occupations.
3. Pre-employment and work maturity skills, including those skills needed to look for, obtain, and retain a job.

Implications for Handicapped Youth

The utilization of PIC approved Youth Employment Competencies provides handicapped youth with a great opportunity to benefit from JTPA resources. It helps special and vocational education departments meet program performance standards if they solicit and receive JTPA funds to accomplish much needed services for handicapped youth. Private Industry Councils can also enroll many more handicapped youth in JTPA programs and still meet the required Performance Measures because the PICs can include as positive terminations not only those who enter unsubsidized employment but also those youth who achieve basic, job specific or preemployment and work maturity skills. By law, the Youth Competencies must be recognized by the PIC before a program operator can use them to compute "positive terminations." PIC recognition also helps insure that youth will learn competencies valued by employers.

Moving to a Competency Based System

Special and vocational educators, rehabiliation counselors and others can help handicapped youth participate in JTPA programs. Because handicapped students need to acquire competencies in the areas of basic, job specific, preemployment, and work maturity skills, educators should:

1. Review their own curriculum and that of other departments to see if a competency based program exists in each of the "youth employment competency" areas;
2. Determine whether or not handicapped students have, or can gain, access to such competency based programs if they are offered through another department of the school;
3. Develop or adapt a competency based program for each of the youth "employment competency" areas if necessary. This development process should involve all relevant school departments, disciplines, and services as much as possible. A preliminary step in any such development process would be to contact the local PIC to determine whether or not it has already developed and approved a Youth Employment competency system. If so, consider adapting or incorporating it;
4. Check with employers to see that the youth competencies are appropriate to their needs.

5. If the local PIC has not developed and approved a Youth Employment competency system, the school may wish to:

    - involve PIC staff in the school's effort to develop one, with the intent of helping the PIC adapt a system similar or identical to that of the school
    - request that the PIC staff review an already existing school based youth employment competency system for the purpose of adopting it verbatim or with modifications and presenting it to the Private Industry Council for approval as a Youth Employment Competency System. If approved, such a system would enhance the chances of the school to apply for JTPA funds and meet the performance standards required. Since such a system would apply to all program providers working with youth in that Service Delivery Area, handicapped youths' chances of gaining admission to these programs should increase.

Advantages of a Youth Competency System

In a competency based system the skills to be learned are specifically described, activities to produce the desired learning are developed and a method to measure student achievement is stated.

The goal of youth programs is to prepare youth to enter the world of work. For handicapped youth, one positive outcome would be to enter unsubsidized employment at the completion of a JTPA program. A second positive outcome would be for handicapped youth to learn competencies which could be used later in the process of looking for, obtaining or retaining a job.

It is important that educators present the PIC with a viable youth competency system which they could accept. A preliminary discussion with PIC staff regarding the advantages of implementing a youth competency system for handicapped youth could be held prior to developing youth competencies for consideration by the PIC.

Employers, handicapped youth, educators, and PIC's can benefit from the development and utilization of youth competencies. Some of these benefits are listed by the Kansas Task Force on Youth Competency. Their nine advantages are given below.

1. Clearly establishes the program objectives so that program activities can be properly directed (greater efficiency) and the participant knows what to strive toward (increased motivation).
2. Promotes a sense of an accomplishment and a positive self image of youth participants when recognition is given for progress and achievement.
3. Provides employers of certified youth with a greater assurance of worker quality and with better information on potential worker skills thus reducing screening costs as well as the added cost of training turnover.
4. Provides an individual program completer with a certification that can be used as an asset when applying for a job and helps the PIC to market program graduates.
5. Provides a sound basis for performance evaluation of subcontractors as well as specific program activities.
6. Recognizes and builds upon participant strengths and focuses effort on deficiencies thus avoiding wasted motion in the learning process.
7. Helps the SDA to achieve desired levels in the performance standards due to the capacity to terminate youth positively.

8. Can be a vehicle to create greater dialogue and coordination with local educators.
9. Offers the opportunity to help youth learn skills which employers are looking for in entry-level employees.

Service Delivery Areas can benefit from competency based employment and training. In a document on competency based employment and training produced by the Center for Employment and Income Studies at Brandeis University, seven significant advantages were given. They are listed below:

1. The chief advantage according to most practitioners who advocate competency-based employment and training is that it provides a clear picture of specific program outcomes, and it encourages the more efficient use of services available to youth.
2. The competency-based approach provides a common management framework for staff and delivery of services.
3. It allows different rates of achievement for individual youth.
4. It facilitates identification of staff development/training needs.
5. It provides for flexibility in evaluation; criteria other than placement may be used. It also allows for comparability among programs within a given SDA.
6. It increases program responsiveness to local labor market conditions and employer demands; furthermore, training is targeted to local criteria and curriculum may be developed to meet local needs.
7. Finally, competency-based employment and training increases credibility of JTPA programs and services with employers.

Disadvantages of a Youth Competency System

The Kansas Task Force also listed several disadvantages of a youth competency system. In looking over the disadvantages as well as the advantages it should remembered that the Task Force is directing their comments to the PICs. Nearly all the disadvantages relate to increased work for PIC staff members. The time and effort required to set up and monitor a youth employment competency system can be a real barrier, because PIC staff members may not have backgrounds or experience in working with youth competencies in the educational field.

These disadvantages include:

1. Time and effort required to develop and implement a youth competency system on the part of PIC and staff members can be considerable.
2. Increased paperwork due to the necessity of documentation.
3. Pre-assessment must be more thorough than is commonly practiced and thus is more time consuming or expensive.
4. If the JTPA Representative is asked to take on the responsibility for instruction, particularly in the pre-employment competency area, the added work load may be an overload; and
5. Additional time and effort are required of staff persons in developing individualized Job Specific competencies in an OJT situation.

In reviewing these disadvantages it can be readily seen that special educators and others can play a key role in helping PICs to develop a youth employment competency system which will not only help all JTPA eligible youth but also make it more likely that handicapped youth will be able to enroll and succeed in JTPA funded programs.

Helping the PIC Develop a Competency Based System

Competency based education has been around for a long time and many well developed approaches exist. There is no need to reinvent the wheel. Several state JTPA offices have developed youth competency guidelines and selected skills for their Service Delivery Areas and PICs to follow. Individual PICs have also developed and implemented Youth Employment Competency Systems. In the following section are examples of competency development processes as well as existing competencies in the categories of pre-employment skills, work maturity skills, basic education skills, and job specific skills. These examples can be used to help a PIC set up and implement a Youth Employment Competency System. Information is also outlined on modifications which may be necessary to help handicapped youth succeed in training programs which implement such a system.

It should be remembered that although a state has developed competency guidelines, the final authority for acceptance of any set of youth competencies is the local PIC.

THE COMPETENCY DEVELOPMENT PROCESS

Elements of a Competency Based System

According to the "Partnership Exchange", an information service of the National Job Training Partnership, Inc., there are several elements of a good competency based system. These have been characterized in different documents, but generally the elements are:

1. Assessment - the ability to assess participants for skills they already have upon entry and to assess for skills attained upon program exit.
2. Measurement - the ability to measure a participant's progress through the program's benchmarks.
3. Documentation - the ability to document (record) the attainment of certain skill levels as they are measured during the course of the program.
4. Services - an assessment of services (planned and actual) being offered in the SDA to insure competencies that are congruent with what an SDA has the ability to offer.
5. Good Decision Making - making decisions on competencies after fully exploring the impact they may have on target populations and program offerings; and
6. Certification - an ability to certify that program youth have attained certain skills.

A key point often raised by direct service providers is: "Don't tell me something theoretical. Show me something that works in the real world." Following are some processes which state and local JTPA implementers have used to establish youth employment competency systems.

The Maine Job Training Coordinating Council's Process

...The Standards by which SDAs would operate a youth employment competencies systems in FY '85...are necessary to establish uniformity among SDA's electing to take credit for positive terminations for youth receiving a credential in employment competencies. The standards address very basic issues of systems content and of Private Industry Council involvement and recognition of specific competencies in that system.

"The following constitutes the recommended standards and will be included in the Governor's Coordination and Special Services Plan for FY '85. Youth Employment Competencies System shall incorporate:

1. The component parts of such a system, as itemized in the Secretary's Performance Standards, e.g.:
    - a deficiency identification process that determines the element or elements of the competencies system which are appropriate for the youth.

      The SDA's will demonstrate that there are resources and procedures in place to determine a plan of service and competency development that matches the youth's needs.
    - a testing/assessment process that determines that the youth has attained the competencies specified for him/her.

      The SDAs will demonstrate that they have in place a methodology for assessing, recording and verifying the performance of youth against competency standards specified by the Private Industry Council.
2. A procedure for awarding the credential.

   Based on the content of the credential, the SDA shall:
    - determine specific standards of attainment required for certification; and
    - clarify the procedure for granting the certificate of attainment.
3. The SDA shall develop specific performance goals for attainment of the credential and include these in its Annual Plans.

   The SDA shall review the needs of targeted youth in terms of competency development and shall develop a strategy for meeting those needs that is reviewed by the Private Industry Council.

The Committee also recommends that a status report on implementation of Youth Competencies Systems be sought in February of 1984, and that the status of the Systems be reviewed in a year.

"As with other programs and systems, there is a special, unique language which accompanies this competency-based technology. The following itemizes the component parts of our competency system (taxonomy).

1. Competency Area: (Work Maturity)
    - Competency Area means a group of related competencies.
2. Competency: (Dependability/Reliability)
    - Competency is a specific type of skill or ability.
3. Indicator: (The individual will demonstrate an acceptable attendance record)
    - Indicator is a behavior that demonstrates the competency.

4. Benchmark: (By showing up on time nine days out of ten on his/her employment site)
   - Benchmark is the degree of standard of behavior that is expected.
5. Assessment: (as measured by employer attendance reports)
   - Assessment is the means of measuring.
6. Certification: (copy of attendance report, or letter or recommendation from employer)
   - Certification is the proof or verification that the standard has been met."

The National Association of Private Industry Council's Process

A second process is described by the National Association of Private Industry Councils (NAPIC) in their publication on Developing Competency Standards (1984).

NAPIC lists several elements of a good formalized system of competencies. These elements lend themselves to the planning and operation of effective youth programs. While these elements are developmental and do not all have to be in place immediately, it is important that they be addressed.

The elements are:

1. Skill levels - specific standards of achievement (competencies) that are clearly defined by behavioral objectives;
2. Assessment - the ability to assess participants for skills they already have when they enter the training and an ability to assess what the training accomplished with the participant upon "graduation";
3. Measurement - the ability to determine the progress a young person is making while in the program learning the competencies;
4. Documentation - the ability to document (record) the attainment of certain competencies once they are achieved during the course of the program; and
5. Certification - the ability to certify (to the employer community) that program youth have mastered the competencies recognized by the PIC.

NAPIC then details a process of identifying competencies. This process is designed specifically for use by the Private Industry Councils and can also serve as a guide to service providers in competency identification. This approach can be modified to fit local needs and can be used to re-evaluate and update a system which may already be in place in the SDA. The NAPIC eight step process follows.

1. Subcommittee of the PIC

A subcommittee of the PIC may be assigned the responsibility for development of the competency system. In many areas this has been the subcommittee responsible for training, program planning and evaluation, or for youth.

The purpose for a subcommittee to take this responsibility is twofold. First, since the most important business of a PIC is handled in subcommittee, the assumption can be made that this too is an important program/policy activity for the PIC. Second, several decisions may have to be made regarding the system of competencies. For instance, as mentioned above, a decision has to be made as to what category of competencies to develop first. Even if the state has mandated all three competencies, the PIC still has to decide which one to deal with first. These decisions are based on the range of services being offered by the PIC/SDA and on realistic expectations about the amount of staff time available. A subcommittee can be empowered to make these working decisions on behalf of the entire PIC.

Step 2. Working Group or Task Force

The Chair of the subcommittee may appoint a working group to identify the competencies and begin the development of the system. This work group should be broader than the members of the PIC. It should include:

- Educators (vocational, traditional, and alternative education)
- Community based organizations (CBOs)
- Program operators
- PIC/SDA staff
- PIC members - particularly one or more business representatives

It is important to try to include as many of these representatives as possible as well as others who may be identified locally. Educators will be valuable contributors since they may have been conducting competency-based programming for several years. Service providers (CBOs and others) will help to define the youth population and the capacity to teach certain competencies within the limitations of resources and program length. PIC business members will lend a reality check to whether identified competencies are required in the local labor market. While there is no "correct" size for a work group, it should be small enough to work! Eight to twelve might be an appropriate number.

Once the work group has been appointed, the first task is to conduct an orientation session that presents an overview of what competencies are, how they will help the SDA and what the PIC/SDA's particular needs might be. While this orientation is specifically for the work group, interested members of the subcommittee as well as the entire PIC should be invited. This orientation should establish some common working definitions for the PIC.

The second task of the work group is to identify required competencies for the SDA. Several questions should be discussed and issues addressed at the onset. They include:

- What are the goals and objectives for our total youth program?
- What does our eligible youth population look like?
- How do young people get into our programs?
- Which competency area do we wish to address first?

As this discussion progresses, possible skills necessary for youth to become employable will begin to emerge. List all of these skills.

This first meeting of the work group should be facilitated by someone with good group dynamic skills. This person does not necessarily need to be an "expert" on competencies, although it would be helpful. It is extremely important that all members of the work group contribute to the discussions. A rough draft of a list of the skills which members of the work group think are important to get and keep a job should be developed.

As the list develops certain questions should be asked:

- Do these competencies "fit" in the category we have selected (i.e., pre-employment/work maturity, basic education, or job specific skills)?
- Can we agree on clear definitions for the competencies on our list?
- Are they measurable? How?
- Do the competencies have indicators of performance? (In other words, how will we know it when we see it? How will a program participant demonstrate that he or she has become competent in a particular skill?)
- Do they begin to fit together into sub-categories or groups?

As these questions are answered the list should be revised by establishing which competencies are essential and which are not. Competencies like "loyalty" and "dedication," while extremely important, should be dropped because they are not easily measurable. While all competencies cannot be measured objectively (by some paper and pencil test or other precise measurement tool) and while many will be somewhat subjective (measured by observable behavior) all of the competencies must have the ability to be defined in some valid behavioral terms.

At the end of this first meeting, PIC/SDA staff should have:

- A list of competencies appropriate to the chosen area;
- Possible sub-categories within which specific competencies can be grouped;
- Some definition of what the group meant when it identified "reliability" or "decision making skills," etc.; and
- An idea of how the work group felt about appropriate ways to measure these competencies and behaviors that would demonstrate a participant's attainment of each.

The issues of assessment, measurement, data management, documentation and certification must be addressed and decided locally. Staff members should compile an inventory of assessment and measurement tools currently used in local programs for review by the PIC. The PIC has several options. A PIC may decide to impose a single method of assessment, measurement, and documentation upon all programs within the SDA. Or a PIC may require program operators to specify what methods and techniques (paper and pencil tests; observable behavior; rating forms, etc.) they will use to assess, measure, and document outcomes of the competency system. Or the PIC may provide guidance in one area, for example, assessment, and require providers to specify how they will measure achievement and document performance. In any case, these elements must be defined and approved by the PIC as part of this system, and the methods by which they will be identified must be addressed.

Decisions have to be made on how to manage the information as it flows from the system. The state may set up certain requirements that affect the decisions made within the SDA. Staff members should provide the subcommittee with information on the management information systems currently in use or available.

Staff members may also provide the subcommittee with examples of certification procedures. These may include a certificate of completion; letters of recommendation and/or any other suggestions for insuring that local employers, as well as participants, will have a means of knowing whether or not a young person has successfully completed the program.

The following hints will help in carrying out step two.

- Do not reinvent the wheel. Look at what other people have done and use some of it, adapting it to local needs.
- The first meeting of the work group probably should be scheduled for 1-1/2 days. There is a lot of work to be done!
- Inform members of the work group (especially business members) that they will not do the writing. This is time consuming and will be done by staff.

3. Staff Work

Once the work group has completed its first meeting and staff members have received the information identified under Step Two, they will need to complete the organization and writing tasks.

Staff members should take the information from the work group and write definitions for the specific competencies which include behavioral indicators of attainment.

For example: assume that being on time is a competency identified by the work group.

Definition: "The participant will demonstrate an acceptable attendance pattern", not, "the participant will demonstrate the ability to be on time".

How is the competency measured? The client must show up on time 95% of the time during classroom training and 100% of the time when on the job site.

Documentation: Employer attendance records and program attendance records.

(For more on writing competency statements, see the Department of Labor Technical Assistance Guide prepared by Brandeis University entitled An Introduction to Competency-Based Employment and Training, Programming for Youth Under the Job Training Partnership Act. This document is available from the U.S. Department of Labor, ETA, 601 D Street, N.W., Suite 9000, Washington, DC (202) 376-6622.

Once each of the competencies has been defined, "formalized," and organized into groupings (i.e., job search skills, occupational information skills, etc.) a draft should be sent to all the members of the work group for their input. It is suggested that as part of this process the next task is one of validation. The Chair of the subcommittee might ask two or three business members of the PIC to review the list of competencies, or to ask their personnel directors to review the list. Either way, the goal is twofold: to obtain another assessment on the appropriateness of the competencies and to begin to educate and involve other PIC members about the process.

Once the staff members have received reactions to the draft from the work group and others, they can rewrite, organize, and integrate the reactions into another draft.

At this point there are several choices. This draft could be considered as the final draft or it could be sent around again for more review and further suggestions.

4. Final Work Group Meeting

During this meeting final suggestions and comments need to be made. If there is disagreement over definitions and behavioral indicators these discrepencies need to be discussed.

At this juncture an initial discussion of some implementation issues may be warranted. Primarily, most PIC members will want to know "How many competencies must a young person attain to positively terminate from the program?" The answer to this question is not easy. Decisions made here will affect target populations within the youth population as well as the kinds of training programs provided. Some PICs may set a minimum floor, leaving open the option to negotiate with specific programs that provide services to participants who may achieve less than the minimum.

Work group members must be aware of the ramifications of their recommendations to the subcommittee. Spell out what a decision might mean to a service provider

5. Submit to the PIC Subcommittee

It may be advisable for one of the work group members to make the presentation to the PIC. Reactions from subcommittee members may be elicited. This may result in more revisions or a move to Step Six.

6. Submit to Full PIC

Again, the chair of the subcommittee or a staff member should make the presentation. PIC members may or may not have questions or suggestions. Again, this step may call for more work by staff members and possibly the working group.

When the PIC says "yes" to the document, they will have effectively "recognized PIC competencies."

This document must be sent to the Governor's office. Most PICs have either included it in their program plan or as a modification to the plan.

7. Implementation

These measurable competencies which are recognized as being relevant to the SDA constitute the PIC/SDA competency based system and can be used both programmatically and for purposes of the performance standards.

The PIC must next decide how to begin "counting" competency attainment as positive outcomes. One way is to issue a request for proposals (RFP) requesting programs using the competency system. Another might be to let programs already in operation modify their expected outcomes around these competencies.

The PIC may wish to hold an orientation/training session for program staff. There are several reasons for this:

- While program operators may have been operating programs that had competency-based curricula, they must integrate the SDA-wide specific competencies into their own programming and management procedures;
- Not every youth operator has to have these competencies in his or her curricula. If the primary goal of a program is job placement, then placement is the "countable" outcome. Remember, even with a competency system in place, the SDA still must place some youth and some youth are ready to be placed.
- Competency systems may be threatening because they give the PIC an ability to measure and assess programs as well as youth. To avoid undermining the effectiveness of the new system, the manner in which this evaluation capacity will be used ought to be addressed.

8. Continued Reassessment and Revision

This first year or two of operating a competency system should be approached as a trial period. The PIC will learn a lot about whether the competency standards have been set too high or too low; whether they are defined too broadly or narrowly; whether the behavioral indicators are adequate; and whether the measurement instruments (either identified by the PIC or the provider) are appropriate. This information should be used to revise the system on an ongoing basis.

The Rock Island (Illinois) Tri-County Training Consortium's Process

"Basic Purpose of Competency Certification:

1. To identify what employers expect of employees,
   To provide training/remediation so youth meet expectations
   To measure and certify when youth meet expectations
   To let employers know what certification means so they will hire 'our kids'
2. To certify youth as competent so we can get JTPA termination credit if they don't get a job. The thought is that if a youth is competent, he/she will use skills to get a job in the future."

"Rock Island County was a small Prime Sponsor under CETA. We participated in the Consolidated Youth Employment Program (CYEP). Among other things we were to develop a system for measuring youth competency in pre-employment, work maturity, basic educational skills, and job specific skills.

At first we were overwhelmed by 'zeolots' who implied that we have to get employer agreement about what is important, had to measure to the finest degree, etc. Finally we agreed to take small steps. We finally realized our measurements wouldn't always be totally objective and that we couldn't measure everything. We started by trying to use as much of what was already in place as we could,...specifically:

1. We already had an applicant employability assessment class. This was a two week 50 hr. class which covered aptitude/interest testing, career decision making, goal setting, job keeping, job seeking, employment related attitudes. We converted a narrative summary of results to a successful completion checklist.
2. We revised supervisor and instructor evaluations to be more specific.
3. We started measuring attendance. Trainees had to meet certain levels which became more strict as they progressed in the program.

4. For basic educational skills, we accepted a high school diploma or GED as a starting point, and further tested math and reading using the TABE (Test of Adult Basic Education). The TABE gives scores in grade levels. Ninth grade was considered competent for most purposes. Persons without a HS/GED or with less than 9th grade level were enrolled in basic skills or college readiness. We found an average gain of 1.2 grade levels increase for 120 hrs. of instruction and subsequently referred persons with less than a 7th grade TABE to existing (non-CETA) adult ed. classes since ours did not last long enough to bring up to competency.

We developed new (at least new to us) services and measures:

1. A behavior point system that was used by supervisors and trainers and counselors. Trainees lost points for unacceptable work or training related behavior. For example trainees would lose one point if late with no call in prior to start time. A trainee could only lose 4 in a 6 month period and still remain in the program.
2. A work readiness class to teach pre-employment skills for those who had no or poor work history. This was an expansion of employability assessment for persons who needed more.
3. In developing class size training, used a committee of employers and trainers in developing competencies (both entry level and exit level). Continued to use monthly instructor evaluations and grades in less than class size training.
4. In marketing our training and participants to employers, we explained competency and that no one would be referred to them unless they met strict attendance and performance requirements. It worked, employers liked what they saw and told others.
5. We also started a "field evaluation" program where private sector employers evaluated trainees and training provided (during CRT) for four weeks. If they chose, they could keep the training afterward through short term OJT (3 mos or 1/2 DOT whichever was less).
6. Continued to refine supervisor/instructor evaluations and held supervisor orientations/training sessions in objective evaluation, etc."

"In CYEP we used employer surveys from other areas to determine employer expectations. In JPTA we are adding to that through a survey of PIC members. Competency benchmarks may be revised.

In all requests for proposals and contracts serving youth, we require the service provider to establish or use existing benchmarks.

We may try to tie achievement of competencies to some type of incentive payment. Achievement of competency in specific areas will be required before referral to OJT and vocational classroom training - even before referral to tryout employment and limited work experience.

Job related skills competencies will be developed one at a time for less than class size training provided through area vocational training facilities...with emphasis on those youth most often enroll in first."

Model Youth Employment Competency System

"This section contains the youth competency system model developed by the Kansas Task Force on Youth Competency. Each competency will be handled separately and will contain the following:

1. A basic description of the competency area
2. The method of pre-assessment
3. Appropriate program activities
4. Competency measures
5. Criteria for attainment of competency area
6. Worksheets, assessment forms, and/or examples

Documentation System

"The measurement and documentation of a participant's competency level before, during and after program participation is a necessary aspect to any youth competency system. It is this written record that serves as the justification for assignment to specific program activities, competency certification and taking a positive termination. In the design of this model every attempt has been made to utilize existing forms with little or no modification.

Pre-assessment of initial competency levels is the first major component of a competency system. This assessment should be documented in the Vocational Testing Results section of the Applicant Assessment form. Information should be provided on the competency areas assessed and the results of such assessment.

1. Individual skill deficiencies identified during pre-assessment
2. Type of training programs available; and
3. Availability of resources (e.g. staff time, funds).

Once specific competency areas are established as goals, they should be noted on page 2 of the EDP in the Planned Activities/Results section.

When a participant is certified in the appropriate competency areas, the JTPA Representative is to document this in the EDP Update. Supporting documentation (e.g. worksheets, assessment forms, test scores) should be referenced in the EDP narrative and should be included as verification in the participant's file.

If the goal of training was attainment of PIC recognized competencies and they had been attained, the JTPA Representative may terminate the youth by using a code 25 Attained employability Enhancement.

In summary, there are three levels of measurement and documentation involving the attainment of youth employment competencies.

1. Level 1 The checklists, worksheets, rating forms, and test scores from each competency areas.
2. Level 2 The JTPA Representatives statement on the EDP Update that the competency area had been attained.
3. Level 3 The termination code used to signify the attainment of youth employment competencies. (This may not be used if the youth enters employment.)

Certification/Credentialing

Upon the attainment of a competency area, the youth will be awarded a certificate. The actual certificate should be developed by each PIC. The Task Force recommends that youth competency certificates be designed in such a way as to indicate either the broad competency area (e.g., work maturity) or the competency area and the competency indicators the youth met (e.g., good attendance). The indicators not met by the youth should not be listed since this tends to leave negative connotations. A certificate should be signed by the JTPA Representative, the PIC Chair, and may also be signed by the employer, worksite supervisor, or classroom instructor as appropriate. The certificate should be presented only for achievement of a competency area not just for attendance or enrollment.

This certification process is valuable from several perspectives. For the youth it provides an award for something he/she accomplished. Many JTPA youth have never had this type of positive recognition for what they have done. With competency indicators listed on the certificate, it can serve as a mini resume which details the youth's abilities to a prospective employer. The certificate being signed and attested to by an employer and the PIC chair may give this mini resume added weight in the eyes of a prospective employer. For the potential employer this certificate should indicate that the youth has in fact proven that he or she is competent in the area or areas stated. This can prove helpful in the screening process.

Two additional means of providing recognition of competency attainment are worthy of mention and consideration. First is a letter of reference from the supervisor (while in the program), a PIC member and/or the JTPA Representative. This kind of letter can help the youth in a job search. A second means of recognition is in the form of academic credit from the local school system. This would have to be arranged with the school system through a formal agreement.

Pre-Employment

The pre-employment competencies have been designed to articulate the skills and knowledge vital to making informed career choices and securing employment. The youth will develop an awareness of self, the world of work, the labor market, community resources and what employers look for when they hire a person for a job. The major competencies are as follows:

1. The youth participant will be able to make (at least preliminary) career choices and be able to prioritize those choices. The participant will be able to describe the chosen occupation and relate it to his/her own interests, skills and qualities.
2. The youth will identify educational institutions which offer training and employers who offer employment in his/her chosen career.
3. The participant will be able to demonstrate a basic awareness of community resources.
4. The youth will demonstrate an awareness of how to find, make application for, and interview for a job.

Pre-assessment in the pre-employment competency area is accomplished primarily through an interviewing process. A sufficient number of questions should be asked so that the person doing the assessment can determine current level of competence. To determine level of competency on filling out a job application form, an employment application used by an area employer should be completed and the completed application rated using the criteria on the Job Application Rating Sheet.

Such pre-assessment should be noted on the Applicant Assessment Form (JTPA 02). Once a deficiency is noted, the participant may be enrolled in a program activity. Classroom training (generic) or individualized instruction are the most appropriate activities to help youth develop competency in this area. This instruction may be the only activity the participant is involved in, be the first in a series of activities, or run concurrently with other activities (e.g. work experience).

To become certified in the pre-employment competency area a participant must have achieved competence in a minimum of eight out of the ten "competency indicators."

PRE-EMPLOYMENT AND WORK MATURITY COMPETENCIES FOR YOUTH

Pre-employment competencies represent the skills youth need to make career decisions as well as those needed to obtain a job. Some skills relevant to this area include awareness of self, understanding specific occupations, job search techniques and job interviewing skills. Life skills such as using a phone, telling time, making change and using public transportation may also fall within this area.

Work maturity skills demonstrate youths' ability to apply skills on the job in a manner that meets local employers' expectations regarding basic employee responsibilities. More specifically, these skills include positive work habits, attitudes and behaviors such as punctuality, regular attendance, appropriate appearance, good working relationship with co-workers, initiative and following instructions.

Examples of competency systems developed in the areas of pre-employment and work maturity are provided here to familiarize educators and program planners with various competency systems. These examples represent local or state level developmental efforts and have been approved and used by specific Private Industry Councils. Some differences can be noted from example to example in formatting the competencies, though basically each competency system has similar elements: competency statements, benchmarks, and documentation. Also included are examples of instruments and rating scales used to measure youths' competency attainment.

As the educator or program planner reviews and considers these examples for developing and implementing a competency system, there are two points to remember: 1) the system must reflect local employers' expectations of skills needed by entry-level employees, and 2) the measure of competency attainment must reflect the standard expected by local employers. However, this does not mean an individual teacher or trainer can not adapt a competency system to take into account the individual needs of students who are handicapped.

To individualize the skill training, some competencies may need to be broken down into smaller achievable parts to enable students to attain them. Additional time for learning and practice may be necessary. Consider also alternative activities that can lead to the attainment of a given competency. If a paper and pencil activity is the suggested measurement technique, consider substituting this activity for one more appropriate to a group of students' capabilities but one which still reflects the standard sought. If careful consideration is given to the implementation of a system of competencies, it will be meaningful to both employers and youth alike. Examples of pre-employment and work maturity competency systems follow. An additional example can be found in Section V, Chapter 11. See pages 475 thru 481.

Pre-Employment Skills, Example One: Pre-Employment Competency Area

Source: The Kansas Task Force on Youth Competencies

Pre-assessment in the pre-employment competency area is accomplished primarily through an interviewing process. The youth's level of competency can be assessed by asking the questions that appear on the various worksheets and assessment instruments presented in this section. It may not be necessary to ask all questions, however, a sufficient number of questions should be asked such that the person doing the assessment can determine current level of competence. To determine level of competency on filling out a job application form, an employment application used by an area employer should be completed and the completed application rated using the criteria on the Job Application Rating sheet.

Such pre-assessment should be noted on the Applicant Assessment Form. Once a deficiency is noted, the participant may be enrolled in a program activity. Classroom training (generic) or individualized instruction are the most appropriate activities to help youth develop competency in this area. This instruction may be 1) the only activity the participant is involved in, 2) be the first in a series of activities, or 3) run concurrently with other activities (e.g. work experience). See Figures Eleven through Seventeen for the Pre-Employment Competency Area and accompanying assessment forms.

Figure Eleven

Pre-Employment Competency Area

Source: The Kansas Task Force on Youth Competencies

COMPETENCY INDICATOR	BENCHMARK	METHOD OF ASSESSMENT
1. Participant will identify vocational or career interests.	Can name 3 jobs which interest him/her and prioritize choices.	Completion of number 1 on the Occupational Worksheet.
2. The participant demonstrates a knowledge of his/her selected career.	Can identify specific information about the job.	Completion of 2 thru 14 on the Occupational Worksheet.
3. The participant demonstrates an awareness of personal skills and attributes which make them suited to a chosen occupation.	List 5 qualities or skills the youth possess which correspond to a chosen occupation.	Completion of number 15 on the Occupational Worksheet.
4. The participant can identify Vo-Techs or Colleges which offer training in his/her career field.	Can name all or 3 (whichever is less) colleges or vocational technical schools which offer related training.	Completion of number 16 & 17 on the Occupational Worksheet.
5. The participant can identify employers in local job market which utilize the chosen career field.	Can name 3 employers which offer employment in related field. Hiring requirements.	Completion of number 18 on the Occupational Worksheet.
6. The participant will identify community resources in the locality and their services.	Participant will receive satisfactory or better (10 out of 15 resources) score on the Community Resource Checklist.	Completion of Community Resources Checklist.
7. The participant can identify resources for locating jobs.	The participant can satisfactorily answer all questions on Job Finding Sheet.	Completion of the "Where to Find a Job" Worksheet.
8. The participant will provide a positively stated response for the most commonly asked questions by an employer.	The participant will receive a satisfactory score for positive responses (written or verbal) on 15 out of 20 questions.	Completion of questions on the "Questions Employers May Ask" Worksheet.
9. Participant can satisfactorily complete an employment application. OPTIONAL B. Participant will be able to satisfactorily develop a resume.	On a minimum of 2 applications, the participant will receive a rating of satisfactory or above in each of the following areas: 1. Neatness 2. Accuracy/Completeness 3. Legibility 4. Spelling/Grammar 5. Following directions	Job Application Rating Sheet
10. Participant can perform satisfactorily in a job interview.	Participant will receive a rating of satisfactory or above in each of the three categories: 1. Verbalizing a. Volunteering information b. Asking questions c. Answering questions 2. Personal Characteristics a. Appearance b. Ability to work c. Hand shake d. Eye contact e. Posture 3. Knowledge/interest of company and position	Interviewing Skills Rating Sheet

Note: To become certified in the pre-employment competency area a participant must have achieved competence in a minimum of eight out of the ten competency indicators.

Figure Twelve

Occupational Worksheet

Source: Kansas Task Force on Youth Competencies

Name of Student ______________________________

1. Name three occupations (jobs) which you are suited for and that interest you in order of priority.

    ______________________ First Choice
    ______________________ Second Choice
    ______________________ Third Choice

Note: The remaining questions relate to the occupational choices listed above as First Choice.

2. What is the usual beginning wage for this occupation? ______________________

    What is the average wage for this occupation? ______________________

3. Is this career now in demand in the local area? ______________________

    Nationally? ______________________

4. What is the long range outlook (demand) for chosen occupation? ______________________

5. Does this occupation require a license or any special permits? ______________________

6. How much education or training is needed for this career? ______________________

7. Do you need your own transportation to carry out job responsibilities?

    ____

    Will travel be involved? ______________________

8. Do you need special clothing for this job? ______________________

    If so, what kind? ______________________

9. Do you need special tools or supplies for this job? ______________________

    If so what kind? ______________________

10. What are the disadvantages of this job or career? ______________________

11. What are the advantages of this job or career? ______________________

12. Describe the working conditions of this particular career. ______________________

13. Do people in this occupation have unions or professional organizations?

    If yes, what are they? ______________________

14. How or where can you find out more about this occupation? ______________________

15. List five qualities or skills you have that will be important to succeeding in this occupation.

16. Name three colleges or vocational schools (public or private) that offer training in chosen occupation and their location.

17. Select one of the schools listed in question 15 above and provide the following information about the training offered:
    a. name of training offered ______________________
    b. length of training program ______________________
    c. entry requirements ______________________
    d. total cost of attending ______________________
    (include tuition; books; and materials)

18. Name three employers who hire people in your chosen occupation.

I certify that all of the above questions have been satisfactorily answered by the participant.

______________________ ______________________

CERTIFYING SIGNATURE DATE

Figure Thirteen

Community Resources Checklist

Source: Kansas Task Force on Youth Competencies

NAME: ____________________

______1. Job Service Center (D)
______2. Community Action Center (H)
______3. SRS (Social and Rehabilitation Services) (E)
______4. Vocational Rehabilitation (G)
______5. Continuing Education (F)
______6. Police Department (I)
______7. Fire Department (O)
______8. Mental Health Department (L)
______9. County Health Department (A)
_____10. Alcohol and Drug Abuse Center (N)
_____11. License Examiner (B)
_____12. U.S. Army Recruiting Station (M)
_____13. Public Library (C)
_____14. Social Security Administration (K)
_____15. County Courthouse (J)

Score ______________

A. Physicals, immunizations, and general health care needs
B. Written and driving test before issuing a license
C. Book, magazines, and resource information
D. Carries a job bank of local and statewide jobs and makes job referrals
E. Provides cash grants, food stamps and daycare assistance
F. GED testing center and advanced class
G. Provided training and assessment for the handicapped
H. Temporary or emergency food assistance, clothing bank, and government commodities
I. Public safety, checks on stolen property
J. Property tax, vehicle licenses, marriage licenses, etc.
K. Applications for Social Security card
L. Counseling and testing services
M. Enlist in the Armed Forces
N. Counseling for drug and alcohol abuse problems
O. Fire and rescue services

______________________________ CERTIFYING SIGNATURE

______________ DATE

Figure Fourteen

Where to Find a Job Worksheet

Source: Kansas Task Force on Youth Competencies

The following questions and activities are designed to help you discover particular places where you may go to seek employment.

1. Name three businesses in your area where you could go to find a job in your career choice.
   a. ______________________________
   b. ______________________________
   c. ______________________________
2. What is the phone number of your State Employment Office? ____________________
3. Under what heading in the want-ad section of a newspaper are available jobs listed? ______________
4. In the want-ad section of a newspaper find an ad which relates to your career choice. Cut it out and tape the ad below.

   Tape ad here.

   ____

5. Name 3 friends or associates you would talk to if you were looking for a job.
   ____
   ____
   ____
6. List 1 person you might contact at each of the companies listed above to discover openings.
   ____
   ____
   ____

Figure Fourteen (continued)

7. List a private agency which provides employment services, if any.

____

I certify that all 7 questions above have been answered satisfactorily.

CERTIFYING SIGNATURE DATE

Figure Fifteen

Questions Many Employers Ask

Source: Kansas Task Force on Youth Competencies

1. Why do you think you would like to work for our company?
2. What do you know about our company?
3. What interests you most about our product/service?
4. Why did you leave your last job?
5. What type of work do you enjoy most and feel capable of doing?
6. Do you have any special skills or abilities that would benefit our company?
7. What is your long-term career goal?
8. Besides money, what satisfaction do you expect to get from your job?
9. Would you transfer to another city if the company requested?
10. Would you be willing to travel if it is required for the job? How much of the time?
11. Would you be willing to use your own car if it is required for this job?
12. Would you be willing to work overtime, if necessary?
13. Are you willing to work any shift? Rotating shifts? Weekends?
14. What are your hobbies and leisure-time activities?
15. What school subjects did you like best? Least? Why?
16. Do you have any limitations that would determine where you should work or the type of work you would be willing to do?
17. What are your assets?
18. What are the strong points of your personality/character?
19. Do you have any activities, commitments or responsibilities that might cause you to be absent from work?
20. When would you be able to start working?

I certify that the participant has provided positively stated responses to a minimum of 15 of the 20 questions stated above.

CERTIFYING SIGNATURE DATE

Figure Sixteen
Job Application Rating Sheet

Source: Kansas Task Force on Youth Competencies

Name: ________	RATING SCALE					COMMENTS
	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICENCY	NO PROFICIENCY	
APPLICATION PROCESS: Neatness						
Legibility						
Spelling/Grammar						
Following Directions						
GENERAL COMMENTS:						

The above ratings are based on my observation and knowledge and represents my best judgment of the participant's performance.

SIGNATURE OF CERTIFIER ________ DATE ________

This report has been discussed with me: ________ PARTICIPANT'S SIGNATURE ________ DATE

178

Figure Seventeen

Interviewing Skills Rating Sheet

Source: Kansas Task Force on Youth Competencies

Name: ______________________	RATING SCALE					COMMENTS
RATING AREAS	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	
COMMUNICATION/VERBALIZING: Sends clear messages and is able to correctly understand the messages to others.						
Listens to questions & answers completely and directly.						
Provides voluntary information regarding self interests, abilities, additional skills and/or previous experience.						
Asks questions clearly and concisely.						
PERSONAL CHARACTERISTICS: Able to identify and demonstrate positive personal appearance and attitude.						
Appearance is neat and clean.						
Identifies and communicates ability to work with others constructively.						
Demonstrates positive attitude through usage of firm handshake, maintains steady eye contact, and body posture.						
KNOWLEDGE OF COMPANY AND POSITION: Communicates basic background knowledge of company/program.						
Communicates basic knowledge of position.						

The above ratings are based on my observation and knowledge and represents my best judgment of the participant's performance.

______________________ SIGNATURE OF CERTIFIER
______________________ Position
__________ Date

This report has been discussed with me: ______________________ Participant's Signature
__________ Date

Work Maturity Skills, Example Two: Work Maturity Competency Area

Source: Kansas Task Force on Youth Competencies

Pre-assessment of Work Maturity skills is done by interviewing the participants' previous employers. The employer is contacted and asked to rate the youth on the work maturity competency indicators as each one appears on the Work Maturity Rating Sheet. A note is made on the completed form that it is a pre-assessment and then is placed in the participant file. If the participant was not previously employed, it will be assumed that the youth does not have competence in this area.

The work maturity competency area is primarily used in conjunction with Work experience, OJT, and Youth Try-out Employment. Certification in work maturity can also be accomplished as a part of a classroom training situation. Good work habits and behaviors are quite similar to that of being a good student.

When the work maturity competency area has been established as a goal it is indicated as such in the Employability Development Plan. Once the youth has been placed in training the JTPA Representative provides an orientation to both the youth and the worksite supervisor. They are provided with the following:

1. Definitions of the competency indicators the youth will be rated against.
2. An explanation of the rating scale and what an acceptable rating is to be considered competent in work maturity
3. Dates for submitting the rating sheets and procedures for corrective action if the competencies are not being met.

Each youth is assessed three times during the duration of the program. The first assessment is conducted two weeks from the first day of the program activity. The second assessment is required in the middle of the youth's training activity. The third assessment is required at the conclusion of the training period. If in the first two assessments it is discovered that the youth is demonstrating difficulty in meeting the competencies, an additional review will be scheduled for two weeks later. In this conference the supervisor will further explain expectations as well as the consequences of a less than satisfactory report. If a problem occurs prior to the scheduled dates, a spot review may be carried out and a two week probationary period may follow. See Figures Eighteen and Nineteen for the Work Maturity Competency Area and accompaning assessment forms.

Figure Eighteen

Work Maturity Competency Area

Source: Kansas Task force on Youth Competencies

COMPETENCY INDICATOR	BENCHMARK	METHOD OF ASSESSMENT
1. Participant demonstrates good attendance and punctuality.	Participant will show up on time 9 days out of 10 on program activity.	Measured by employer attendance reports and documented on rating sheet.
2. Participant notifies supervisor if he/she will be late or absent.	Participant will follow procedures 100% of the time.	Measured by employer rating sheet.
3. Participant completes given tasks to the satisfaction of the employer.	Rating of satisfactory or better.	Measured by employer rating sheet.
4. Upon completion of tasks, participant requests further assignments from the supervisor.	Rating of satisfactory or better.	Measured by employer rating sheet.
5. Participant completes assigned tasks within reasonable time frames.	Rating of satisfactory or better.	Measured by employer rating sheet.
6. Participant follows instructions to the satisfaction of the supervisor.	Rating of satisfactory or better.	Measured by employer rating sheet.
7. Participant works with co-workers in a compatible manner according to worksite policies.	Rating of satisfactory or better.	Measured by employer rating sheet.
8. Participant interacts with supervisor in appropriate manner.	Rating of satisfactory or better.	Measured by employer rating sheet.
9. Participant attempts to solve work-related problems or seek advice from supervisor and/or co-workers.	Rating of satisfactory or better.	Measured by employer rating sheet.
10. Participant demonstrates ability to prioritize the tasks involved in an assignment.	Rating of satisfactory or better.	Measured by employer rating sheet.
11. Participant dresses appropriately for the job.	Rating of satisfactory or better.	Measured by employer rating sheet.
12. Participant demonstrates initiative in carrying out work assignment.	Rating of satisfactory or better.	Measured by employer rating sheet.

Note: To be certified as competent in the work maturity area the youth must receive a satisfactory rating or better on 9 out of the 12 individual competency measures. A satisfactory rating on individual measures must be achieved on either the third and final assessment or on 2 out of the 3 regularly scheduled assessments.

Figure Nineteen

Job Performance Review Rating Sheet

Source Kansas Task Force on Youth Competencies

Participant: ______________________________

Worksite: ________________________________

Rating period from __________ to __________

INSTRUCTIONS: Comments requested for all ratings of Partial Proficiency, Marginal Proficiency, and No Proficiency. Please include what participant needs to do to improve performance.

COMPETENCY INDICATORS	RATING SCALE					COMMENTS
Participant will be evaluated 3 times. Participant will be rated as follows for this particular evaluation.	OUTSTANDING PROFICIENCY 100%	SATISFACTORY PROFICIENCY 90%	PARTIAL PROFICIENCY 80%	MARGINAL PROFICIENCY 70%	NO PROFICIENCY 60%	
1. Completes given tasks to the satisfaction of the supervisor						
2. Requests further assignments upon completion of tasks						
3. Completes assigned tasks within reasonable time						
4. Follows supervisor's instructions						
5. Works with co-workers in compatible manner						
6. Interacts with supervisor in an appropriate manner						
7. Attempts to resolve work related problems						
8. Organizes and prioritizes the tasks involved in work assignments						
9. Dresses appropriately for the job						
10. Demonstrates initiative in carrying out work assignments						

Demonstrates good attendance and punctuality Yes ____ No ____

Notifies supervisor if late or absent Yes ____ No ____

The participant demonstrates an acceptable level of performance at the tasks listed in ____ his/her training outline at this time Yes ____ No ____ Does not apply ____

GENERAL COMMENTS:

I certify that the above information is accurate and represents my best judgment of the participant's performance.

______________________ Supervisor ______________________ Representative __________ Date

This report has been discussed with me: ______________________ Participant's Signature __________ Date

Pre-Employment and Work Maturity Skills, Example Three: Summer Youth Employment Training Program Employability Skills Curriculum, Benchmarks, and Certification Techniques

Source: Private Industry Council of South Florida, Miami, Florida

This competency based system is divided into three sections. The first section provides the core curriculum. (Only a portion of the Employability Skill Core Curriculum is presented here.) Programs are required to offer the core curriculum as a minimum to all participants in the JTPA summer program. The second section provides the corresponding benchmarks used in assessing participants' skills and certifying their competencies. The third section indicates the types of assessment procedures to be used to certify the participants' skills. See Figures Twenty through Twenty Three for the Employability Skill Core Curriculum, Work Maturity Competencies and accompanying assessment strategies.

Figure Twenty

Employability Skills Core Curriculum

Source: Private Industry Council of South Florida

Section One

E. Job Search: Identifying Leads

Objective:

1. To develop skills in identifying job opportunities and following up on job leads.

Possible Approaches:

1. Have students bring in copies of the classified advertising section of a newspaper and analyze the classified ads to learn how ads are categorized, what key abbreviations mean, and how to interpret key phrases and messages in the layout and content of ads.
2. Have participants select 3-4 ads and outline the steps to use in following up on these leads.
3. Have participants identify other job leads and outline the steps to use in following up on these leads.

Results:

Increased skill in using want ads and other sources to identify job openings for which a participant might wish to apply.

F. Job Search: Following up on Job Leads

Objective:

1. To develop skills in following up on job leads.

Possible Approaches:

1. Provide instruction through filmstrips, tape recordings, role playing, etc. covering the following:
    - A. Setting up a job interview.
    - B. Collecting information needed for the interview.
    - C. How to dress to get a job.
    - D. Behavior expected at the interview.
    - E. Questions you may be asked

Figure Twenty (continued)

   F. Answering questions appropriately
   G. Questions you may not have to answer
   H. Questions you want answered by employers during interview

2. Involve student in role playing, evaluating, video taping, etc. for each of these interview skill areas.
3. Provide feedback and suggestions for modification/improvements.
4. Provide formal instruction in telephone use covering the following skill areas:
   A. Using the telephone book
   B. Asking for operator assistance
   C. Requesting information via the telephone
   D. Giving appropriate telephone messages
   E. Receiving messages

   (Southern Bell Telephone has available materials, films, speakers, etc.)
5. Have students practice listening to directions
6. Provide instruction in communicating with supervisors, taking criticism, making suggestions, etc.

Results:

1. Participants will demonstrate improvement in dealing with daily communication demands.

Section Two

Benchmark Number	Element Employability Skills	
5	Job Search: Want Ads/Job Leads	Provided simulated role-play situations, want ads and job leads, the participant will demonstrate and explain, using good oral communication skills, how to use want ads and follow-up on job leads, to the instructor's satisfaction.
6	Job Applications	Given various job application forms, the participants will complete the applications neatly, insuring all required information is entered and is correct.
7	Interviews	Given a simulated job interview, the participant will demonstrate appropriate interview techniques, including appropriate non-verbal behavior and oral communication skills, to the instructor's satisfaction.
8	Job-Keeping Skills: Employer Expectations	Without the aid of references, the participant will identify what an employer expects from an employee and explain the importance of employer expectations in keeping a job, to the instructor's satisfaction.
9	Job Keeping Skills: Employee Relations/ Handling Problems on the Job	Given simulated role-play situations on a job, including job conflicts (with a supervisor or a fellow employee), the participant will demonstrate and explain, using good oral communication skills, good and bad work habits, and demonstrate how to resolve job conflict by himself/herself, and/or by grievance procedures, to the instructor's satisfaction.

Section Three

Benchmark #5: Job Search: Want Ads and Job Leads

Select a situation for the participants (for instance, a participant wants a clerical position, has only 6 months classroom training, and types 35 wpm). Give the participants the classified section of the paper, and have the participants choose 3 jobs for which they feel they would qualify. Have the participants explain why they feel they would qualify for the positions. In addition, have the participants explain what the abbreviations in the want ads mean. Have the participants give you five kinds of information to look for in want ads that would help them decide which jobs to apply for.

In evaluating each participant, look at the following:

- Were the jobs selected by the participant appropriate (i.e., did the participant select jobs for which he lacked the specified experience and therefore would not get hired?)
- Did the participant understand the abbreviations in the want ads?
- Was the participant able to use the classified ads without difficulty?
- Was the participant able to give you the following kind of information about each job in cases where this information was available in the ad?

  a. Type of work
  b. Job location
  c. Amount of pay
  d. Working hours
  e. Education and/or training required.

Select a job lead situation for each participant, eg., job lead through the paper (want ad), or job lead through a friend. Select one of the ways in which participant will have to follow-up (i.e., personal contact, by letter, by telephone). Have the participant role play the follow-up.

In evaluating, look at the following:

Follow up by personal contact:

- Appropriateness of dress
- Speaking ability
- Interviewing technique
- Job application.

Follow-up by letter:

- Were spelling and grammar correct?
- Was the letter neat?
- Was the letter short and to the point?
- Did the letter contain the following information?
  a. Name of the job the participant was applying for
  b. Information about the participant's background and experience
  c. Why the participant wants the job
  d. References
  e. Request for an interview.

Follow-up by telephone:

- Did the participant give his/her name?
- Did the participant ask for a specific individual?
- Did the participant state the job he/she was interested in?
- Did the participant state how he/she found out about the job?
- Did the participant get the time and date for interview, place of interview, name of person to see?
- Did the participant get information on the job requirements?
- Did the participant communicate in understandable English?

Benchmark #6: Filling Out Job Application

Explain to the participant that he/she is in a simulated personnel office of the XYZ Company and give the participant a job application. Explain to participant that the application must be neatly printed, filled out in ink, and all information which pertains to the participant must be completed, if possible. In addition, you can state to the participant what job he/she is applying for. You can state a time limit of 20 minutes. A participant should be able to complete an application within that timeframe. When the participant has completed the application, have it turned in to you.

Examine for the following:

- Neatness: no excessive crossing out, or unreadable writing
- Spelling
- Completeness

Figure Twenty (continued)

Possible Approaches:

1. Have students learn how to follow up on job leads by telephone. Have students role play presenting themselves well on the telephone and setting up job interviews.
2. Role play what happens when students present themselves at personnel offices where "apply in person" is specified instead of telephone contacts.

Results:

1. Increased understanding of the hiring process and increased skill in following up on job leads.

G. Filling Out Job Applications

Objective:

1. To increase one's skills in successfully completing job applications.

Possible Approaches:

1. Develop an employment-education history sheet as a working tool. Include employers, school, skills, and beginning and ending dates for each.
2. Learn how to secure references, and who makes good references.
3. Have all necessary documents: work permits, social security cards, etc.
4. Practice completing various job applications, using the employment/education history sheet to facilitate this process.

Results:

1. Increased understanding of, and ability to effectively complete job applications.

H. Job Interviews

Objective:

1. To develop the competencies needed for success in job interviews.

Possible Approaches:

1. Review general interviewing skills and focus specifically on job interviewing.
2. Have participant answer the following questions before the interview:
   a. What do I want?
   b. Why am I here?
   c. How can I contribute?
   d. What salary range will I consider?
3. Have participants role play the parts of both employer and applicant. Have participants' critique each other on appearance, behavior, style, content, etc.
4. Use audio and video tapes where possible to enable participants to hear and view themselves and improve their self-presentation skills accordingly.
5. Have employment interviewers from industry conduct mock interviews and critique applicants.

Results:

1. Increase competencies needed for successful job interviewing.

I. Job-Keeping Skills

Objectives:

1. To identify specific on-the-job problems that could arise.
2. To apply a problem-solving approach to effectively deal with these problems.
3. To identify appreciated work habits
   a. High quality work
   b. Productivity
   c. Ability to follow written/oral instructions
   d. Judgment
   e. Attendance
   f. Punctuality
   g. Calling for absences or lateness
   h. Telephone use
   i. Courtesy
   j. Interest in work
   k. Pride in one's work
   l. Grooming and personal habits

Possible Approach:

1. Design and develop various case studies or role play exercises to enable participants to develop, apply and critique a variety of solutions for each of various types of problems.
    a. Dealing with supervisors
    b. Dealing with co-workers
    c. Handling criticism
    d. Following rules
    e. Dealing with irresponsible behavior
    f. Dealing with inappropriate dress or personal habits.

Results:

1. Increased problem-solving skills and greater awareness of job keeping skills.

Benchmark # 7: Job Interviews

Use the application that the participant has completed. Explain to participant that he/she is going to be placed in a role play job interview, and he/she must treat it as the real thing. Set the scene (for instance, the personnel office at Burdines, 10 A.M. appointment, etc.). If you want, you may have a participant or instructor play the role of the receptionist. As the interviewer, ask questions about some of the following:

- Job experience
- Educational background and experience
- Why he/she wants to work for your company. Determine if the participant has any questions he or she cares to ask.

During the interview look for the following:

- Ability to express oneself in clear understandable English (i.e., free of slang or street language)
- Personal appearance: Was the participant neatly attired, in appropriate clothing? Was the participant's hair style appropriate, etc.? (Participants should have been notified in advance. If personal appearance is lacking, determine after the interview if participant knows how to dress and groom by asking the participant questions.)
- Was the participant able to sell himself/herself?
- Was he/she aggressive, confident, or timid?
- Did he/she answer questions in only yes or no style?
- Was the participant able to understand the questions asked, and were the responses expressive?
- Posture of participant. Was the participant too relaxed (lounging) or was the participant too stiff?

Benchmark #8: Employer Expectations

Ask the participant to give you 6 employer expectations and explain why meeting employer expectations is important in keeping one's job. Some employer's expectations that should be included are:

- Judgment
- Punctuality
- Ability to work with others
- Quality of work
- Productivity
- Ability to follow directions
- Courtesy
- Interest in one's work

Benchmark #9: Job Keeping Skills: Employee Relations/Handling Problems On The Job

a. Tell the participants they are in a role play office situation. Then select 2 participants, one who is being assessed/certified and one who is not. Without the assessment/certification candidate hearing, inform the one who is not being assessed that he/she is to demonstrate poor working relationships and habits. Then inform the other participant that he/she will have to demonstrate good working relationships and habits. Give them 10 to 15 minutes at the role play and then stop them.

   Ask the participant who had to demonstrate good working relationships and habits what was wrong with the other participant's performance.

b. Inform participants that they are in role play situation, and select a situation for the participants (for instance, trouble with an immediate supervisor or co-workers). Then inform the participants that he/she will have to solve the problem through either personal resolution or a grievance procedure. Have participants role play for approximately 10 minutes.

Figure Twenty (continued)

Evaluate participants' handling of the problem.

Personal Solution:

- Did the participant act friendly?
- Did he/she explain the problem and how it was affecting them?
- Did he/she offer a solution which was beneficial for both parties?

Grievance Procedure:

- Did the participant follow correct procedures or chain of command?

Figure Twenty One

Oral Communications Checklist for Use with Benchmark

Source: Private Industry Council of South Florida

	Satisfactory	Unsatisfactory
1. Did the participant speak clearly and distinctly?		
2. Did participant avoid using slang/ street language?		
3. Did participant use correct word pronunciation?		
4. If non-verbal communication was used, did the participant use it correctly and was it appropriate?		

Remarks:

Signature: ____________________ Date: ____________

188

Figure Twenty Two

Work Maturity Competencies

Source: Private Industry Council of South Florida, Miami, Florida

Section One

Benchmark Number		
1	Attendance	Given an eight week period, the participant will have no more than 3 excused absences in this period, unless extenuating circumstances were present and are documented.
2	Punctuality	Given an eight week work period, the participant will not exceed a total of five minutes late in each five day work period. In addition, the participant will demonstrate the procedures for notifying supervisors if they are going to be late.
3	Grooming/ Hygiene	Given an eight week work period, the participant will demonstrate good grooming and hygiene and the ability to dress according to the job to be performed, to the supervisor's satisfaction, as documented in biweekly evaluation forms completed by the supervisor.
4	Following Directions	Given oral instructions for a work assignment, the participant will complete the assignment as instructed and within the timeframe specified if a time limit was given, to the supervisor's satisfaction.
5	Quality of Work	Given work assignments, the participant will accurately complete the assignments to the supervisor's satisfaction, as documented in biweekly evaluation forms completed by the supervisor.
6	Work Quantity	Given work assignments and instructions, the participant will complete all tasks in accord with the instructions provided, as documented in biweekly evaluation forms completed by the supervisor.
7	Dependability	Given work assignments, the participant will demonstrate that he/she can follow directions, complete work on time, as specified, without close supervision, to the supervisor's satisfaction, as documented in biweekly evaluation forms completed by the supervisor.
8	Working Relationships	Given work assignments which require giving or receiving assistance, the participant will demonstrate ability to work with co-workers, to the supervisor's satisfaction, as documented in biweekly evaluation forms completed by the supervisor.
9	Personal Behavior	Given an eight week work period, the participant will demonstrate acceptable behavior, to the supervisor's satisfaction, as documented in a biweekly checklist completed by the supervisor.

Section Two

Benchmark #1: Attendance

A. Review participant's time sheet for attendance and check supervisor's records for documented absences.

B. Review supervisor's evaluation forms.

Benchmark #2: Punctuality

A. Review participant's time sheet and supervisor's records for any lateness exceeding five minutes.

B. Review supervisor's evaluation forms.

C. Give participant a role play situation in which participant will be late for work.

D. In evaluating role play, the participant must demonstrate the ability to notify the supervisor in sufficient time that he/she will be late, including reason for lateness and estimated arrival time.

Benchmark #3: Grooming/Hygiene

A. Review supervisor's evaluation forms.

B. Look at the participant and arrive at a judgment on his/her grooming/hygiene, using the attached checklist for determining if the participant has met the requirements of this benchmark.

Figure Twenty Two (continued)

Benchmark #4: Following Directions

A. Review supervisor's evaluation forms.

B. Select a task for the participant. Give the participant oral instruction on the task and set a time limit for task completion.

C. Evaluate the participant's performance in the following areas:

- Participant's attitude
- Were the instructions followed correctly?
- Did participant ask questions if he/she was confused about the task?
- Did the participant complete the task in the specified timeframe?

Benchmark #5: Quality of Work

A. Review supervisor's evaluation forms.

B. Select a task for the participant to perform, giving all instructions.

C. Evaluate the quality of the participant's work, using the attached checklist.

Benchmark #6: Work Quantity

A. Review supervisor's evaluation forms.

B. Select tasks for the participant to perform, giving all necessary instructions. This may include the task used above (Benchmark #5).

C. Evaluate the quantity of work performed, using the attached checklist.

Benchmark #7: Dependability

A. Review supervisor's evaluation forms.

B. Select a task for the participant to perform, giving all necessary instructions. This may include the same task(s) used for assessing benchmark #5 and benchmark #6, evaluated in relation to the criteria for dependability.

C. Evaluate the quantity of work performed, using the attached checklist.

Benchmark #8: Working Relationships

A. Review supervisor's evaluation forms.

B. Select a task assignment in which the participant must assist or receive assistance in completing a task.

C. Evaluate the participant, using the attached checklist.

Benchmark #9: Personal Behavior

A. Review supervisor's evaluation forms.

B. Evaluate the participant, using the attached checklist.

Figure Twenty Three

Supervisor/Evaluator Checklist for Assessing Benchmark Attainment for Work Maturity Competencies

Source: Private Industry Council of South Florida

Agency ______________________ Project ______________________

Worksite ____

Supervisor ____

Participant ______________________ Time Period ______________

	Satisfactory	Unsatisfactory
1. Attendance		
2. Punctuality		
3. Grooming/Hygiene:		
A. Does participant dress appropriately for the job (no shorts, halters, etc.)?		
B. Does participant groom hair neatly and appropriately?		
C. Does participant keep beard/moustache neatly trimmed, if applicable?		
D. Does participant demonstrate good hygiene?		
4. Following Directions:		
A. Does participant exhibit a positive attitude?		
B. Were instructions followed correctly?		
C. Does participant ask questions, if necessary?		
D. Was task completed within specified time-frame?		
5. Quality of Work:		
A. Was completed work neat and accurate?		
B. Were errors corrected?		
C. Were instructions followed?		
6. Work Quantity:		
A. Was all assigned work completed?		
B. Were work assignments completed in a timely and efficient manner?		
C. Was the quantity of work completed in accordance with the instructions given?		
7. Dependability:		
A. Were all instructions followed?		
B. Was work completed in a timely and efficient manner?		
C. Did participant demonstrate initiative in completing a task (e.g., finding a better way)?		
D. If minimal instructions were given, did the participant use good judgment in completing the task?		
E. Can participant carry out work assignments without constant supervision?		
8. Working Relationships:		
A. Does participant render assistance to co-worker if requested?		
B. Does participant readily request assistance from co-worker?		
C. Does participant exhibit a positive attitude when working with co-worker?		
9. Personal Behavior:		
A. Is participant cooperative?		
B. Is participant friendly?		
C. Does participant readily accept work?		
C. Is participant willing to listen to new ideas?		

Remarks:

Signature: ______________________ Date: ______________

Pre-Employment and Work Maturity Skills, Example Four: Youth Employment Competencies for Pre-Employment and Work Maturity

Source: Private Industry Council of Humboldt County, Eureka, California

Local employers are involved in the development and validation of this PIC developed competency based system. Employers are contacted on a continual basis in order to keep the competencies required for specific occupations current and updated. This competency system is divided into three "tiers" to correspond to the three age groupings of youth that JTPA can serve. See Figure Twenty Four for the Pre-employment and Work Maturity Skills competency areas.

Figure Twenty Four

Pre-Employment and Work Maturity Skills

Source: Private Industry Council of Humboldt County, Eureka, California

TIER I: Ages 14-21

I.A.	SELF AWARENESS
I.A.-1	Explain the factors to consider in making career and job choices.
Measures:	a. List 5 basic factors to consider in making career and job choices, and explain why each is important.
Tool or Document:	a. Career Assessment Summary and Trainer's appraisal
I.A-2	Explain your personal values as they relate to work.
Measures:	a. Complete the classification and ranking of a series of work statements according to their importance to you; and b. Ability to discuss your personal values as they relate to work with your peers, the trainer(s) and/or your counselor.
Tool or Document:	a. Career Planning Work Values Worksheet and Career Assessment Summary b. Trainer's appraisal
I.A-3	Identify the strengths that you have that might apply to a work situation.
Measures:	a. Complete a "billboard" to describe your strengths as they might apply to a work situation, and be able to discuss it with your trainer(s) and peers.
Tool or Document:	a. Career Planning Strengths Billboard and trainer's appraisal
I.A-4	Identify skills that you would enjoy using on-the-job
Measures:	a. Given a list of skills, complete the selection and sorting of those skills into four groups ranging from "not satisfying" to "most satisfying"; and b. Ability to discuss how your skills relate to what is needed in 3 of your job choices.
Tool or Document:	a. Eureka system's "microskills" printout based upon skills inventory packet data input b. Trainer's appraisal
I.A-5	Describe a fantasy job that includes factors you consider important.
Measures:	a. Draw a detailed picture of yourself working in your ideal job; and b. Ability to describe your fantasy job to your peers, and to relate how it applies to factors in making your career and job choices.
Tool or Document:	a. Career Assessment Summary Worksheet b. Trainer's appraisal

Figure Twenty Four (continued)

TIER II: Ages 16-21

II.A WRITING RESUMES AND APPLICATIONS

II.A-1 Write a life/work history.

Measures: a. Completed life/work history with 80% accuracy in language usage, grammar and spelling.

Tool or Document: a. Job Club Life/Work History worksheet

II.A-2 Prepare standard resume to reflect experience, training and goals.

Measures: a. Completed resume with 100% accuracy in language usage, grammar and spelling.

Tool or Document: a. Resume

II.A-3 Demonstrate the ability to complete standard job applications.

Measures: a. Complete three different standard job applications neatly and legibly and with 100% accuracy in spelling, content, and language usage.

Tool or Document: a. Applications

II.C-3 Demonstrate the ability to conduct effective job interview.

Measures: a. Receive an average rating of 3 or better on items for two videotaped mock interviews using scales of 1-5:

1=not acceptable
2=needs improvement
3=average
4=good
5=excellent

Tool or Document: a. Trainer's ratings on scales of 1-5

II.C-4 Demonstrate the ability to accept a job offer effectively.

Measures: a. Receive a rating of "satisfactory" on your acceptance of a mock job.

Tool or Document: a. Trainer's ratings

TIER III: Ages 18-21

III.A JOB SEARCH

III.A-1 Prepare a short term (30 day) job search plan.

Measures: a. Completed action plan with daily weekday activities, timeline and goals.

Tool or Document: a. Action Plan

III.A-2 Assemble a job search portfolio.

Measures: a. Completed portfolio to include 5 typed resumes, completed applications, and list of three references with all documents neat, legible and with no spelling errors.

Tool or Document: a. Completed portfolio

III.A-3 Identify potential employers for your chosen job field.

Measures: a. Use directories, newspapers and other publications to list 10 potential leads a day, including names, addresses and telephone numbers.

Tool or Document: a. Job Club Leads List

Figure Twenty Four (continued)

III.A-4 Use the telephone to find job openings.
Measures: a. Average of ten calls a day.
Tool or Document: a. Action Plan Record

III.A-5 Demonstrate the ability to obtain job interviews.
Measures: a. Obtain an average of one interview per day.
Tool or Document: a. Action Plan Record and business card or facsimile from interviewer

---

Pre-Employment and Work Maturity Skills, Example Five: Youth Competency Statements for Summer Youth Employment and Training Program

Source: Denver Employment and Training Administration

The competency system presented here identifies areas of competence that all participants were expected to achieve during the Summer Youth Employment and Training Program (PY 1984). See Figures Twenty Five through Twenty Nine for the Pre-employment and Work Maturity competency areas, including assessment strategies. The attainment of youth competencies was based on the following assessment strategy:

> Each competency will be evaluated by considering all the indicators which are essential to the overall performance of the competencies identified. These competencies will be rated on the following 1-5 scale:
>
> 5 - OUTSTANDING PROFICIENCY: Participant consistently performs above average.
>
> 4 - SATISFACTORY PROFICIENCY: Participant consistently performs satisfactorily.
>
> 3 - PARTIAL PROFICIENCY: Participant has mastery of some of the tasks associated with this competency.
>
> 2 - MARGINAL PROFICIENCY: Participant is beginning to learn the basic tasks associated with this competency or has a little ability from past experience.
>
> 1 - NO PROFICIENCY: Participant is entering activity with no relevant prior experience associated with this competency or demonstrates little progress in developing proficiency.

The final section of this chapter provides an example of the Denver Employment and Training Administration's comprehensive youth competency system. Pre-employment and work maturity skills are incorporated into this total system.

Figure Twenty Five

Pre-Employment Competency Area

Source: Denver Employment and training Administration

COMPETENCY INDICATOR	BENCHMARK	ASSESSMENT
1. Participant will be able to satisfactorily complete employment application.	Participant will receive a rating of "satisfactory" in each of the following areas: 1. Neatness 2. Accuracy/Completeness 3. Legibility 4. Spelling/Grammar 5. Following directions	Product Review: The participant must attain a satisfactory rating in the five identified areas on 2 out of 3 applications.
2. Participant will be able to perform satisfactorily in a job interview.	Participant will receive a rating of "satisfactory" in each of the three categories: 1. Verbalizing a. Volunteering information b. Asking questions c. Answering questions 2. Personal Characteristics a. Appearance b. Ability to work with others c. Hand shake d. Eye contact e. Posture 3. Knowledge/Interest of Company and Position	Behavioral Observation: The participant must attain a satisfactory rating in each of the three identified categories.

Figure Twenty Six

Participant Performance Evaluation
Work Maturity Competency*

Source: Denver Employment and Training Administration

Participant: ______________________

Worksite: ______________________

Hire Date: ____________ Report Due Date: ____________

Monitor: ______________________

INSTRUCTIONS: Comments required for all ratings Partial Proficiency, Marginal Proficiency and No Proficiency. Please include what participant needs to do to improve performance. If you have any questions, the assigned monitor will assist you

COMPETENCY AREAS	RATING SCALE					COMMENTS
Participant will be evaluated every two weeks in 13 areas of WORK MATURITY SKILLS. Participant will be rated as follows for this particular evaluation:	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	
Participant has demonstrated good attendance & punctuality.						
Participant has followed leave procedures.						
Participant seeks additional tasks.						
Participant completes all assigned tasks.						
Participant completes tasks on a timely basis.						
Participant can and does follow instructions.						
Participant properly maintains equipment used.						
Participant works well with co-workers.						
Participant interacts well with supervisor.						
Participant can solve work-related problems independently.						
Participant seeks advice from co-workers and/or supervisors.						
Participant has the ability to prioritize tasks.						
Participant dresses appropriately for the job.						

Achieved Satisfactory in 9 of 13 areas ________
OR
Increased 2 levels in 9 of 13 areas. ________

IF PARTICIPANT NEEDS IMPROVEMENT, FOLLOW-UP WILL BE DONE ON: ____________
(Date)

This report is based on my observation and knowledge and represents my best judgement of the participant's performance.

SIGNATURE OF PANEL MEMBER ____________ POSITION ____________ DATE ____________

This report has been discussed with me: ______________________
PARTICIPANT'S SIGNATURE

Quadrant Coordinator Initials: ________

*Youth are evaluated every two weeks by the appropriate worksite supervisor using this rating scale.

Figure Twenty Seven

Work Maturity Competency Area

Source: Denver Employment and Training Administration

COMPETENCY INDICATOR	BENCHMARK	ASSESSMENT
1. Participant will demonstrate good attendance and punctuality.	Rating of satisfactory or better.	Measured by employer rating sheet.
2. Participant will notify supervisor if he/she will be late or absent.	Rating of satisfactory or better.	Measured by employer rating sheet.
3. Participant will complete tasks to the satisfaction of the employer.	Rating of satisfactory or better.	Measured by employer rating sheet.
4. Upon completion of tasks, participant will immediately seek additional tasks or request further assignments from the supervisor.	Rating of satisfactory or better.	Measured by employer rating sheet.
5. Participant will complete assigned tasks within reasonable time frames.	Rating of satisfactory or better.	Measured by employer rating sheet.
6. Participant will follow instructions to the satisfaction of the supervisor.	Rating of satisfactory or better.	Measured by employer rating sheet.
7. Participant will properly use and maintain the equipment used on the worksite.	Rating or satisfactory or better.	Measured by employer rating sheet.
8. Participant will work with co-workers in a compatible manner according to worksite policies.	Rating of satisfactory or better.	Measured by employer rating sheet.
9. Participant will interact with supervisor in a mature manner.	Rating of satisfactory or better.	Measured by employer rating sheet.
10. Participant will attempt to solve work-related problems independently.	Rating of satisfactory or better.	Measured by employer rating sheet.
11. Participant will seek advice from supervisor and/or co-workers when needed.	Rating of satisfactory or better.	Measured by employer rating sheet.
12. Participant will demonstrate ability to organize by prioritizing the tasks involved in an assignment.	Rating of satisfactory or better.	Measured by employer rating sheet.
13. Participant will dress appropriately for the job site.	Rating of satisfactory or better.	Measured by employer rating sheet.

Figure Twenty Eight

Summer Youth Employment & Training Program
Participant Performance Evaluation
Pre-Employment Competencies
Application Process

Source: Denver Employment and Training Administration

Participant: ______________________

Worksite: ______________________

Hire Date: ____________ Report Due Date: ____________

Monitor: ______________________

INSTRUCTIONS: Comments required for all ratings of Partial Proficiency, Marginal Proficiency and No Proficiency. Please include what participant needs to do to improve performance. If you have any questions, the assigned monitor will assist you.

COMPETENCY AREAS	RATING SCALE					COMMENTS
Participant has received and satisfactorily completed the pre-employment orientation. Participant has been rated in all areas as follows:	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	
APPLICATION PROCESS:						
Neatness						
Accuracy/Completeness						
Legibility						
Spelling/Grammar						
Following Directions						

IF PARTICIPANT NEEDS IMPROVEMENT, FOLLOW-UP WILL BE DONE ON: ______________ (Date)

This report is based on my observation and knowledge and represents my best judgment of the participant's performance.

______________________ ______________________ ______________
SIGNATURE OF SUPERVISOR SUPERVISOR'S TITLE DATE

This report has been discussed with me: ______________________
PARTICIPANT'S SIGNATURE

Quadrant Coordinator Initials: __________

Figure Twenty Nine

Summer Youth Employment & Training Program
Participant Performance Evaluation
Pre-Employment Competencies

Source: Denver Employment and Training Administration

Participant: ____________________

Worksite: ____________________

Hire Date: __________ Report Due Date: __________

INSTRUCTIONS: Comments required for all ratings of Partial Proficiency, Marginal Proficiency and No Proficiency. Please include what participant needs to do to improve performance.

COMPETENCY AREAS	RATING SCALE					COMMENTS
PARTICIPANT HAS RECEIVED AND SATISFACTORILY COMPLETED THE PRE-EMPLOYMENT ORIENTATION. PARTICIPANT HAS BEEN RATED IN ALL AREAS AS FOLLOWS:	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	
COMMUNICATION/VERBALIZING: Sends clear messages and is able to correctly understand the messages to others.						
Listens to questions and answers completely and directly.						
Provides voluntary information regarding self interests, abilities, additional skills and/or previous experience.						
Asks questions clearly and concisely.						
PERSONAL CHARACTERISTICS: Able to identify and demonstrate positive personal appearance and attitude.						
Appearance is neat and clean.						
Identifies and communicates ability to work with others constructively.						
Demonstrates positive attitude through usage of firm handshake, maintains steady eye contact, and body posture.						
KNOWLEDGE OF COMPANY AND POSITION: Communicates basic background knowledge of company/program.						
Communicates basic knowledge of position.						

IF PARTICIPANT NEEDS IMPROVEMENT, FOLLOW-UP WILL BE DONE ON (Date) __________

This report is based on my observation and knowledge and represents my best judgment of the participant's performance.

____________________ Signature of Panel Member ____________________ Position __________ Date

This report has been discussed with me ____________________ Participant's Signature

Quadrant coordinator initials: __________

Pre-Employment and Work Maturity Skills, Example Six: Pre-Employment and Work Maturity Competency System

Source: Maine Department of Labor, Employment and Training Division

The design of this system is based upon four pre-employment areas: Career Decision-Making, Life/Work Management, Job getting Skills, and Work Maturity. Under each of these competency areas, specific competencies are addressed. See the following table which shows a composite definition of the four competency areas and the specific competencies each includes. The examples presented here represent only one specific competency for each of the competency areas of 1) Career Decision-Making and 2) Work Maturity. This competency system includes a corresponding curriculum guide which suggests activities and curriculum for each specific competency. (An example is not included.) The assessment forms included here correspond to more of the specific competencies than the two examples shown (Self-Assessment and Dependability/Reliability). The forms represent all the specific competencies for this system that require such an instrument as a means of assessing competency attainment. See Figures Thirty through Thirty Four for an example of the Pre-employment and Work Maturity competency system.

Figure Thirty

Pre-Employment Competency Areas and Specific Competencies

Source: Maine Department of Labor, Employment and Training Division

Competency Area: Career Decision-Making	Competency Area: Life/Work Management	Competency Area: Job Getting	Competency Area: Work Maturity
Specific Competencies - Client is able to:	Specific Competencies - Client is able to:	Specific Competencies - Client is able to:	Specific Competencies - Client is able to:
Self-Assessment - Assess values, identify skills, describe obstacles to employment	Managing Personal Responsibility - Provide for basic needs, transportation and day care. Use consumer skills, manage money. Be aware of employers' expectations regarding substance abuse.	Job Seeking - Identify job opportunities	Dependability/Reliability - Maintain an acceptable attendance record, maintain punctuality, give notice of interruptions, demonstrate reliability, follow rules of the work place
Career Awareness - Identify career clusters, know specific jobs in clusters and job duties	Problem Solving/Coping - Identify a problem, get more information, analyze it, develop alternatives, select a course of action, persevere through obstacles.	Resumes and applications - Complete an application and a resume	Communication Skills - Follow instructions, ask for clarification, use listening skills
Labor Market Information - Describe current local labor market, growth occupations, relate career choice to local labor market		Contact Skills - Contact employers by phone, letter, or in person	Personal Relations - Maintain positive attitudes toward others, accept supervision and criticism, cooperate with others and accept chain of command
Career Choice - Select an appropriate career goal, know how skills could be used in other jobs, plan for career goal and develop specific steps		Interviewing - Schedule, prepare for, complete, and evaluate an interview	Initiative/Productivity - Organize time effectively, be responsible, care about the quality of work
			Worker Rights - Understand use of tax forms, employee benefits, legal rights and responsibilities of the work place

Figure Thirty One

Competency Area of Career Decision-Making

Source: Maine Department of Labor, Employment and Training Division

SPECIFIC COMPETENCY:

"SELF-ASSESSMENT"

1. Self-Assessment

Self-assessment is defined as knowledge of self as related to the world of work. Assessing the self is really a learning process and should be repeated in order to be internalized for later use. It requires the use of divergent thinking abilities so that the client moves from general interests, abilities, skills, and values to a specific career area where those skills can be used. It also requires good analytical skills and openness to learning new information about the self.

It should be noted that the benchmarks do not represent the area of self-assessment. Even after the specific benchmarks have been attained, the client will need to complete assessment on the larger and more personal areas of self-assessment. This should be an ongoing process throughout life. The specific benchmarks were chosen because they relate to employment.

When a youth completes this competency, he/she is able to:

1. assess values in relation to employment;
2. identify skills and aptitudes;
3. describe employment history or past experience and evaluate them as related to future work; and
4. describe obstacles to employment and the possible solutions for those barriers.

COMPETENCY AREA: Career Decision-Making SPECIFIC COMPETENCY: Self Assessment

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Assess values (interests) in relation to the world of work	by listing 5 personal values and discussing why these are necessary to success on the job	Evaluation of Performance	List of 5 personal values and a discussion checklist
b. Identify skills and aptitudes	by listing 3 personal skills that would be an asset on the job and 3 personal barriers that would be detrimental	Evaluation of Performance, Use of standardized Aptitude test	List of 3 skills and 3 weaknesses, test score summary sheet
c. Describe employment history and experience	by summarizing past work history or experience and evaluating past job performance or experience adequately	Counselor or Employer Appraisal	Written summary of past work or related experience, Employer Appraisal Summary
d. Describe obstacles to employment and possible solutions	by identifying the 3 most significant barriers to employment and solutions including initial steps to follow for each solution	Evaluation of Performance	List of 3 barriers, possible solutions, and initial steps

Figure Thirty Two

Competency Area of Work Maturity

Source: Maine Department of Labor Employment and Training Division

SPECIFIC COMPETENCY:

DEPENDABILITY/RELIABILITY

1. Dependability/Reliability

One of the major reasons an employer retains an employee is because the employee is dependable and reliable. She or he can be counted on to show up on time, call in advance if ill, and be at work on a regular basis. An employer also has to trust an employee with money and materials. A reliable employee is one who will follow the rules of the work place. Few employers will keep an employee who cannot demonstrate these skills.

When the Youth is certified in this area, he/she is able to:

a. maintain an acceptable attendance record;
b. maintain punctuality;
c. give timely notice of interruptions;
d. demonstrate reliability; and
e. follow the rules of the work place.

COMPETENCY AREA: Work Maturity SPECIFIC COMPETENCY: Dependability/Reliability

Indicator	Benchmark	Suggested Method of Assessment	Possibilities for Certification
Demonstrate an ability to:			
a. Maintain an acceptable attendance record	by meeting the written standards of the program for one month's time or	Evaluation of Performance	Program attendance records
	by meeting the standards of at least one previous employer or school	Evaluation of Performance	Employer or School verification
b. Maintain punctuality	by being on time consistently for the training activities each day over a three-week period or	Evaluation of Performance	Record of lateness to program activities
	by holding a satisfactory record of punctuality at previous employer's worksite	Evaluation of Performance	Employer or School verification
c. Give timely notice of interruptions to work schedule	by consistenly giving notice of expected tardiness, or absence in advance if possible	Evaluation of Performance	Employer or School verification
d. Demonstrate reliability	by caring appropriately for money, material, and property	Counselor/ Employer Appraisal	Counselor/Employer Appraisal
e. Follow rules of the worksite or training site	by verbalizing the rules and consistently following the rules for at least 4 consecutive weeks.	Counselor/ Employer Appraisal	Counselor/Employer Appraisal

Figure Thirty Three

Appraisal Summary Form

Source: Maine Department of Labor, employment and Training Division

This form represents all of the specific competencies that require an appraisal as a method of assessment. It can be completed by an employer on a worksite, an instructor/counselor, and as a motivating process by the client. Each benchmark should be examined and evaluated using the following numbers:

1=not at all; 2=poorly; 3=average; 4=very good; 5=excellent. A youth must receive 3 or above to have met that benchmark.

Competency (Indicator) — Benchmark

1) Self-Assessment
Can describe employment history & experience...........by evaluating past job performance and/or experience adequately
1 2 3 4 5
Comments: ____________________

2) Career Awareness
Can identify career clusters...........................by identifying 2 career clusters of interest
1 2 3 4 5
Comments: ____________________

3) Career Choice
Can select an appropriate career goal..................by describing a career goal that is consistent with one's interests, abilities, resources, and constraints
1 2 3 4 5
Comments: ____________________

4) Managing Personal Responsibility
Can provide basic needs of food, shelter, clothing......by developing methods to meet those needs
1 2 3 4 5
and by using social service agencies if needed
1 2 3 4 5
Comments: ____________________

5) Problem-Solving
Can persevere through obstacles........................by following through with solutions
1 2 3 4 5
developing alternative solutions
1 2 3 4 5
completing at least one month's steps toward that solution
1 2 3 4 5
Comments: ____________________

6) Interviewing
Can prepare for an interview, interview effectively and understand the purpose of an interview.............by performing an evaluation of how he/she has done during the interview
1 2 3 4 5
Comments: ____________________

7) Dependability/Reliability
Demonstrates reliability...............................by caring appropriately for money, material, property
1 2 3 4 5
Comments: ____________________

Follows the rules of the worksite or training site......by verbalizing the rules
1 2 3 4 5
and by following the rules of the work or training site by at least 4 consecutive weeks
Comments: ____________________

Figure Thirty Three (continued)

Competency (Indicator) — Benchmark

8) Communication Skills

Can follow directions.................................by consistently performing tasks as explained verbally or in writing
1 2 3 4 5

Comments: ____________________

Ask for clarification.................................by asking for more information if instructions are not understood
1 2 3 4 5

Comments: ____________________

Speak clearly and effectively...........................by summarizing his/her work history in an interview situation
1 2 3 4 5
and by verbally describing problems that occur on a worksite and how they might be resolved
1 2 3 4 5

Comments: ____________________

Can use listening skills...............................by being able to repeat information presented
1 2 3 4 5
by being able to explain information presented
1 2 3 4 5

Comments: ____________________

9) Personal Relations

Can maintain a positive attitude toward others on the worksite..by dressing appropriately and maintaining good hygiene
1 2 3 4 5
and respecting other people's rights
1 2 3 4 5

Comments: ____________________

Can accept supervision and criticism....................by altering behavior when appropriate
1 2 3 4 5
verbalizing expectations of supervisor
1 2 3 4 5
and seeking feedback on performance
1 2 3 4 5

Comments: ____________________

Cooperates with co-workers and accepts the chain of command..by being supportive of other people's activity
1 2 3 4 5
and following the chain of command for approval if required
1 2 3 4 5

Comments: ____________________

10) Initiative/Productivity

Can organize time effectively...........................by seeking secondary tasks when the primary tasks are completed
1 2 3 4 5

Can sustain responsibility..............................by learning new tasks associated with job
1 2 3 4 5
solve problems objectively
1 2 3 4 5
accepting change
1 2 3 4 5
seeking guidance
1 2 3 4 5

Comments: ____________________

Can exhibit ownership in the quality of the product.....by consistently trying to improve the product
1 2 3 4 5

This form was completed by: ____________________

Title: ____________________

Worksite or Delivery Area: ____________________

If parts of this form are completed at different times throughout the program, indicate the date in the comment section.

Figure Thirty Four

Prior Employment or School Verification Form

Source: Maine Department of Labor, Employment and Training Division

In order for the ABC program to certify that this youth has achieved certain standards at school or in the workplace, please verify the following items. Some items relate more to a school or others to a place of employment. If the item does not relate to your site, place circle N/A and if you have no knowledge about that particular item please circle UK for unknown. The numbers below each item represent frequency, 1=seldom, 2=sometimes, 3=usually or the average, 4=frequently, 5=almost always.

Name of youth ______________________
School/Worksite: ______________________
Name of person completing this form: ______________________
Youth's Duration at this school or worksite: ______________________
Date the form was completed: ______________________

The youth-named above has demonstrated that he/she:

1) Can provide transportation that is reliable

1 2 3 4 5 N/A UK

2) Has reliable childcare

1 2 3 4 5 N/A UK

3) Provide basic needs for self such as food, shelter, clothing

1 2 3 4 5 N/A UK

4) Design and maintain a budget

1 2 3 4 5 N/A UK

5) Free from substance abuse

1 2 3 4 5 N/A UK

6) Has good problem solving abilities such as can identify problem, analyze it, suggest alternatives, choose a course of action and persevere.

1 2 3 4 5 N/A UK

7) Can complete an accurate application

1 2 3 4 5 N/A UK

8) Contact an employer and make a good first impression

1 2 3 4 5 N/A UK

9) Interview effectively

1 2 3 4 5 N/A UK

10) Maintain an acceptable attendance record

1 2 3 4 5 N/A UK

11) Is on time

1 2 3 4 5 N/A UK

12) Gives notice in advance of interruptions to schedule

1 2 3 4 5 N/A UK

13) Is reliable by caring for money and material appropriately

1 2 3 4 5 N/A UK

14) Follow rules of worksite or school

1 2 3 4 5 N/A UK

Figure Thirty Four (continued)

15) Follows instructions
1 2 3 4 5 N/A UK

16) Speaks well and effectively
1 2 3 4 5 N/A UK

17) Uses listening skills
1 2 3 4 5 N/A UK

18) Positive attitude toward others
1 2 3 4 5 N/A UK

Dresses appropriately
1 2 3 4 5 N/A UK

Respects others rights
1 2 3 4 5 N/A UK

19) Accepts supervision and criticism
1 2 3 4 5 N/A UK

20) Accepts chain of command
1 2 3 4 5 N/A UK

Cooperates with co-workers
1 2 3 4 5 N/A UK

21) Organizes time effectively
1 2 3 4 5 N/A UK

Learns new tasks easily
1 2 3 4 5 N/A UK

Accepts Change
1 2 3 4 5 N/A UK

Pre-Employment and Work Maturity Skills, Example Seven: Pre-Employment and Work Maturity Skills Competency System

Source: Vermont Department of Employment and Training

This competency system is based on a two tiered program structure. The pre-employment competencies relate to the Pre-employment Skills Training Program while the Work Maturity (or Work Maintenance) competencies relate to the Entry Employment Experience Program. Somewhat different standards of attaining and measuring competencies exist for each Tier. Tier I competencies have to be mastered before youth can participate in Tier II. Thus, the Pre-employment Skills Training Program is a prerequisite for youth participation in the Entry Employment Experience Program. The examples that follow represent only two out of a total of twenty-three competencies identified for this system. See Figures Thirty Five through Forty.

Figure Thirty Five

Pre-Employment Skills Competency System

Source: Vermont Department of Employment and Training

Pre-Employment Competency Area: Acquisition of Work

Competency #8:

Demonstrates ability to identify 3 occupations of personal interest in local labor market area, and where the people in these occupations work.

Description: This competency is intended to help youth explore occupations of personal interest in their labor market and find out where the people in these occupations work. Many youth have never gone the next step after identifying an occupation of interest, which is to explore if and where that occupation does exist in their local labor market area. This competency is designed to help the participant gain this knowledge and the ability to do a little research (i.e. finding out where the occupation exists). It also helps the participant to gain a better general understanding of his or her local labor market.

Assessment Method: This competency should be measured for attainment by using the Occupations Worksheet (combined worksheet for competencies 8 and 9). The trainer should review and discuss the completed worksheet with the participant. Although trainer notes are optional, if the participant has significant difficulties mastering this competency, these should be noted.

Documentation: Once this competency is mastered the procedure for documenting it shall involve a trainer's signature and date on the completed worksheet. This signed worksheet should be placed in the participant's file, along with any relevant trainer notes.

The trainer should also initial and date the participant's Competency Attainment Record.

Figure Thirty Six

Occupations Worksheet

Source: Vermont Department of Employment and Training

Name: ______________________ Date: ____________

List three (3) occupations you are interested in which can be found in the towns you identified in Competency #6. List the names of the employers, their addresses and phone numbers. Also find out and write the starting wage for each of these occupations in the blank provided.

OCCUPATION 1: ______________________ Starting wage: __________
Employer: ______________________
Address: ______________________ Phone #: __________
____

OCCUPATION 2: ______________________ Starting wage: __________
Employer: ______________________
Address: ______________________ Phone #: __________
____

Occupation 3: ______________________ Starting wage: __________
Employer: ______________________
Address: ______________________ Phone #: __________
____

______________________ (Trainer Signature) ____________ (Date)

Figure Thirty Seven

Optional Occupations Worksheet

Source: Vermont Department of Employment and Training

Name: ____________________ Trainer Signature: ____________________

Date: ____________________ Date: ____________________

1st Choice for an occupation or job is: ______________________________

Name, address and phone number of an employer in your area who hires people for this type of occupation or job is:

Employer Name: ____________________ Address: ____________________

Phone #: ______________ ____________________

____

The starting wage for the above occupation or job is: ______________

Some of the benefits offered are: ______________________________

Three characteristics of this job are: (example: outdoor work)

1. ______________________________
2. ______________________________
3. ______________________________

The major duties of this occupation or job are:

1. ______________________________
2. ______________________________

The growth potential for this occupation or job is: ______________________________

The average working conditions are: ______________________________

____

Figure Thirty Eight

Work Maturity Skills: Work Maturity Competency System

Source: Vermont Department of Employment and Training

Competency #18:

Demonstrates ability to cooperate with and assist co-workers - does not interfere with the work of co-workers.

Description: This competency is intended to train youth to cooperate with and assist their co-workers. Very few firms expect their workers to be or become best friends, however, they do expect their workers will get along and help each other. A worker who never, seldom or only sometimes gets along with and assists co-workers is not a desirable employee to most employers. On the other hand, a worker who usually or always cooperates and assists others is desired by employers. This competency is designed to show that a participant is able to cooperate with and assist co-workers.

Assessment Method: This competency should be measured for attainment by using the Competency Rating Record. The trainer must rate the participant's performance each day of training. Specifically, the trainer must indicate whether the youth, on a scale of one to five (never = 1, seldom = 2; sometimes = 3; usually = 4; or always = 5) cooperates with and helps his or her co-workers. For mastery of this competency the participant must maintain an average rating of four (4) or better for the duration of the program.

Trainer notes are encouraged for this competency. It would be appropriate, for example, to note situations in which the participant does something out of the ordinary which helps his or her co-workers. If the participant does or says something that fosters a cooperative, cohesive work group, this should also be recorded in writing.

Documentation: To document the attainment of this competency, the trainer shall initial the Competency Rating Record. The Competency Rating Record and any relevant trainer notes should be placed in the participant's file.

Once this competency has been mastered the trainer should initial and date the participant's Competency Attainment Record.

Figure Thirty Nine

Trainer Notes

Source: Vermont Department of Employment and Training

Name: ____________________ Date: ____________

Competency #17 (Attitude): ______________________________

Competency #18 (Cooperation & assisting co-workers): ______________________________

Competency #19 (Following instructions): ______________________________

Figure Forty

Supervisor Report/Competency Checklist

Source: Vermont Department of Employment and Training

PARTICIPANT: ______________________ WORKSITE: ____________________

Report Period from: ____________ to: ____________ Date: ______________

(Ratings: 1 - Never; 2 - Seldom; 3 - Sometimes; 4 - Usually; 5 - Always

COMPETENCY	RATING	AVE. RATING
#11 Maintains an acceptable attendance record. (Average rating of 4.5 required for mastery		
a. No unexcused absences		
b. No chronic absenteeism		
c. Calls supervisor if going to be late or absent from work		
d. Lets supervisor know in advance of appointments		
TOTAL:		
#12 Reports to work on time. (Average rating of 4.5 required for mastery.)		
#13 Completes assigned tasks on time. (Average rating of 4 required for mastery.)		
#14 Uses appropriate language. (Average rating of 4 required for mastery.)		
#15 Requests and performs work assignments without prompting. (Average rating of 4 required for mastery.)		
a. Shows initiative		
b. Shows motivation		
c. Is willing to learn new tasks		
d. Asks for work		
e. Performs assigned work without prompting		
TOTAL:		
#16 Appropriately cares for personal dress, grooming and hygiene. (Averate rating of 4 required for mastery.)		
#17 Maintains a positive attitude. (Average rating of 4 required for mastery.)		
#18 Cooperates with and assists co-workers (Average rating of 4 required for mastery.)		
#19 Follows instructions. (Average rating of 4 required for mastery.)		
a. Follows written and verbal instructions		
b. Asks questions if (s)he does not understand instructions		
TOTAL:		
#20 Able to work under supervision (Average rating of 4.5 required for mastery.)		
#21 Accepts constructive criticism. (Average rating of 4.5 required for mastery.)		
#22 Performs work free from substance use. (Average rating of 5 required for mastery.)		

Supervisor Comments: ____

Employment Specialist Comments: ______________________________________

Supervisor Signature **Participant Signature** **Employment Specialist**

Date **Date** **Date**

Pre-Employment and Work Maturity Skills, Example Eight: Youth Employment Competencies

Source: Private Industry Council of Kanawha County, Charleston, West Virginia, as implemented by the W. VA Division of Vocational Rehabilitation

With the passage of the Job Training and Partnership Act of 1983, Service Delivery Areas were requested to utilize a new means of evaluating the obtainment of Skills, Knowledge, Experience and Attitudes for youth ages 16 through 21. This new area of evaluation was referred to as Youth Competency Training and Evaluation System.

SDAs must establish competencies areas within the three main components and in turn establish "benchmarks" for participants to obtain. In addition, a "Means of Assessment" must be provided/recommended and also a method of certifying the obtainment of the benchmark or competencies must be provided.

In compliance with the regulations of the Job Training Partnership Act, the Private Industry Council of Kanawha County has developed the following competencies for the two year plan for the period of July, 1984 through June, 1986.

All subsponsors funded by the Private Industry Council of Kanawha County will be required to develop a program format which properly addresses the competencies developed by the Council.

In addition, all programs funded by the Private Industry Council of Kanawha County will be monitored and evaluated on the number of youth participants being trained and obtaining the employment competencies developed and implemented by the Council.

An extreme effort has been made to develop youth employment competencies that are realistic as well as challenging. The obtainment of these competencies will increase the employability of youth participants participating in employment and training programs funded by the Private Industry Council of Kanawha County thus creating a more qualified workforce for Kanawha County employers. See Figure Forty One for an example of this system.

Figure Forty One

Youth Pre-Employment Competencies

Source: Private Industry Council of Kanawha County, Charleston, West Virginia

1. Competency Area: Career Awareness

Participants will develop a working knowledge of the career and job opportunities available in the Kanawha Valley. In addition, participants will conduct a self-evaluation of their attributes and deficiencies as it pertains to their particular occupational interests.

Benchmarks

a) Participant identifies 15 major employers in the Kanawha valley.

b) Participant identifies 5 occupations which he/she would like to make a career in.

c) Participant identifies his/her positive attributes which makes him/her a viable candidate for his identified occupational interest.

d) Participant identifies his/her deficiencies which inhibit or reduce opportunities of obtaining employment in his/her chosen occupation.

e) Participant identifies 5 specific job opportunities in identified occupational interest.

Means of Evaluation

a) Instructor/Counselor Evaluation of Performance
b) Instructor/Counselor Evaluation of Performance
c) Instructor/Counselor/Counselor Evaluation of Performance
d) Instructor/Counselor Evaluation of Performance
e) Instructor/Counselor Evaluation of Performance

Certification Procedures

a) Hard Copy of Participant Response
b) Hard Copy of Participant Response
c) Hard Copy of Participant Response
d) Hard Copy of Participant Response
e) Hard Copy of Participant Response

2. Competency Area: Employability Skills

Participants develop and demonstrate a working knowledge of procedures and instruments for the obtainment and maintenance of employment in the private sector.

Benchmarks

a) Participant correctly completes an actual job application.

b) Participant develops and maintains a personal resume.

Figure Forty One (continued)

c) Participant develops and demonstrates proper interview techniques.

d) Participant demonstrates reliability by having less than 3 unexcused absences during the training period.

e) Participants demonstrate punctuality on assignments and attendance by not being late more than 3 times during the training period.

f) Participant displays neat and clean appearance.

g) Participant observes rules and regulations as developed and enforced by the subsponsor.

Means of Evaluation

a) Instructor/Counselor Evaluation of Application
b) Instructor/Counselor Evaluation of Resume
c) Performance During Mock Interview
d) Participant Attendance Records
e) Participant Attendance Records/Personal Evaluation
f) Instructor/Counselor Evaluation
g) Instructor/Counselor Evaluation

Certification Procedures

a) Copy of Completed Job Application
b) Copy of Participants Resume
c) Instructor/Counselor Written Evaluation
d) Attendance Records
e) Attendance Records/Written Evaluation
f) Instructor/Counselor Written Evaluation

BASIC EDUCATION SKILLS

Basic Education Skills include skills in the area of reading, writing and computation. Private Industry Councils, Service Delivery Areas and task forces in various states are currently developing specific and general basic education competencies for use by service providers in teaching JTPA eligible youth. There are a variety of formats dealing with categories, benchmarks and measurements. Considerable variations exist in the level of competency to be achieved. In one agency the measure of competency may be to pass a state level test and in another agency the measure may be the attainment of minimum basic skills required to enter a job. The most important measure is the attainment of basic skills which employers deem essential.

In some cases basic education skill competencies provided by the Private Industry Council are too high to be achieved by some handicapped students. Handicapped youth may require modifications in the amount of materials and the format in which the materials are presented. Instruction may need to be less intense, more individualized and presented at a slower pace. A further breakdown of the competency may be necessary for some youth. The role of the teacher or trainer is extremely important.

It is essential that the basic education skill competencies be closely coordinated with the job specific skill competencies. In many instances the job specific skill competencies can be reviewed to identify the basic education skill needs. It would be appropriate to develop a program which teaches only the entry level skills. A program which teaches basic education skills which are not related to the work requirements could be counterproductive to student achievement and delay entry into the world of work.

The development of basic education skill competencies for JTPA programs serving handicapped youth is still in the developmental stages. Private Industry Councils are working on both the process and content of the basic education skill competency requirements. Do not hesitate to offer assistance to the local Private Industry Council in developing appropriate entry level basic education skill competencies. Private Industry Councils are concerned about positive terminations. Basic education skill competency programs which achieve positive terminations will be of much value to the Private Industry Councils.

The following examples of basic education skill youth competencies are excerpted from current documents developed by Private Industry Councils and other JTPA related agencies. These examples depict the current thinking in the area of process and content of youth competencies in basic education skills. The examples are provided here as a basis of information which can be used in developing youth competencies in basic education skills.

Basic Education Skills, Example One: JTPA Youth Employment System: A Model
Source: The Kansas Task Force on Youth Competency

The Basic Educational Skills category requires that the youth obtain and demonstrate the basic reading, writing, and computational skills necessary for successful entry into the work force. The indicators and benchmarks, therefore, reflect the basic minimum competency levels suggested for entry into the local labor market. A minimum 8th grade level has been determined as appropriate in all areas. These should be considered as minimums only.

During Pre-Assessment the youth's basic educational skill levels will be determined either through certified school records or any appropriate Method of Assessment approved by the State Board of Education. A request for release of test information must be signed by the youth (or their parent or guardian if the youth is under 18) and forwarded to the school. These results are then recorded in the Vocational Testing Results section of the Assessment form. The Benchmarks may have already been met through the school system.

Due to the nature of this competency and the need for testing, referral, educational instruction, and exchange of information, it is crucial that a non-financial agreement be developed between JTPA and Education to facilitate a high degree of cooperation. Additional financial agreements utilizing a variety of funding sources may also be entered into as appropriate.

The goal of the Basic educational Skill competency area is to assure that youth posses the minimum skills that employers have determined to be essential. JTPA must work closely with local educational representatives in identifying skill deficiencies and making arrangements for referral to appropriate educational programs as required.

The process/procedure for the Basic Educational Skills competency area is to refer the youth to local education agencies to bring their reading, writing, and computational skill levels, as referenced n the attached list of competency indicators, to the acceptable standards required. In all cases the benchmark has been set at the 8th grade level. This referral to education is to be documented in the Referral section on page 2 of the Employability Development Plan. 100% of all Basic Education competency indicators must be attained before the youth may be certified as having met the Basic Education Competency. The indicators are listed in Figure Forty Two. It should be noted that proficiency in the English language is required in that all indicators refer to English language abilities. The native language of "English as a second language" youth may not be used to meet the prescribed standards.

Assessment of the youth's having attained the educational competency levels may be based on school records or any appropriate test approved by the State Board of Education. A qualified school system counselor or educator should administer and score the tests and these scores given to the JTPA Representative. It is the certified school records showing competency levels at or above required standards or the certified scores from a State Board of Education approved test that serve as the certification of the Basic Educational Skills Competency. This documentation should be recorded on an EDP Update form to indicate that the youth has attained the Basic Educational Skills Competency.

Figure Forty Two

Basic Education Competency Category

Source: Kansas Task Force on Youth Competency

Reading & Comprehension

COMPETENCY INDICATOR	BENCHMARK	MEASURE
The participant will read and comprehend written material at the 8th grade level as determined by a standardized test.	Passing score on a test standardized at the 8th grade level.	Any test approved by the State Board of Education.
English & Written Communication Skills		
The participant will demonstrate an acceptable level of written English proficiency.	Passing score on a test standardized at the 8th grade level.	Any test approved by the State Board of Education.
Mathematics		
The participant will demonstrate an acceptable level of proficiency in mathematics.	Passing score on a test standardized at the 8th grade level.	Any test approved by the State Board of Education.
Spelling		
The participant will correctly spell words at the 8th grade level.	Passing score on a test standardized at the 8th grade level.	Any test approved by the State Board of Education.

Basic Education Skills, Example Two: Remedial Education Benchmarks

Source: Private Industry Council of South Florida, Miami, Florida

The Private Industry Council of South Florida has developed Remedial Education Benchmarks. Instructors using the system need to develop the benchmark materials and could therefore relate materials to specific work related situations. Examples in the area of reading and math which are currently in use in some Florida areas are provided in Figure Forty Three.

Figure Forty Three

Remedial Education Benchmarks

Provided below is a complete set of benchmarked training standards for remedial education programs. Some projects may choose to cover all benchmarks, but others may choose to cover only selected segments of the complete set of benchmarks. Some projects select specific benchmarks for individual students based on their diagnoses of individual students' deficits. Remedial education operators applying for funding will have to specify in their proposals which of these benchmarks they anticipate covering (if the curriculum will focus on only a portion of the full set of competencies specified in the benchmarks) and how the benchmarks will be incorporated in the diagnostic-prescriptive approach the project will be using.

Submit Attachment A as part of your proposal. Circle the benchmark numbers pertaining to the material you propose to cover and provide the requisite explanations in your narrative.

Remedial Education (Reading)

Benchmark Number	Element	Benchmark
1.	Sight Vocabulary	Given 50 randomly selected basic sight words, the participant will pronounce the words correctly.
	Phonics	
2.	Consonants	Provided a series of words, participants will identify and pronounce consonant sound (initial, medial, final), to the instructor's satisfaction.
3.	Vowels	Provided a series of words, the participant will identify and pronounce long and short vowel sounds, to the instructor's satisfaction.
	Structural Analysis	
4.	Compound Words	Provided 25 words, the participant will form compound words for 20 out of the 25 and identify compound words in 10 sentences, with 80% accuracy.
5.	Suffixes	Provided 25 words, the participant will correctly form 25 new words by adding common suffixes (plurals, tense, y, ly, less, tion, etc.) and will pronounce and use the new words in sentences, with 80% accuracy.
6.	Prefixes	Provided 25 words, the participant will correctly form 25 new words by adding common prefixes (un, dis, pre, uni, bi, etc.) and will pronounce and use the new words in sentences, with 80% accuracy.
7.	Root Words/Affixes	Provided 25 words containing prefixes and/or suffixes, the participant will with 80% accuracy identify the root, prefix, and suffix of each word and correctly pronounce 20 of the 25 words.
8.	Syllabication	Provided 25 words of 2 or more syllables, the participant will, with 80% accuracy, separate the words into syllables using the common syllabication patterns and correctly pronounce the words.

Figure Forty Three (continued)

	Vocabulary Development	
9.	Words that Sound Alike	Provided 20 incomplete sentences with pairs of words that sound alike (to, too; hear, here,; etc.) the participant will choose the contextually appropriate word for 16 of the 20 sentences.
10.	Word Meaning From Context	Provided 10 unfamiliar words and sentences or paragraphs using the words, the participant will use context clues to correctly define 8 of the 10 words.
11.	Roots/Affixes	Provided with a list of 20 multisyllable words containing the 14 most common root words, the participant will apply the meanings of prefixes, suffixes, and roots to correctly define 16 of the 20 words.
12.	Vocabulary	Provided 2 sets of 25 commonly used words, the participants will correctly define 1 set of 25 words, and choose correct antonyms for the second set of 25, with 80% accuracy.
	Comprehension Skills	
13.	Sentence Comprehension	Provided 15 sentences with missing words, the participant will supply the appropriate word by analysis of the context of the sentence, for 12 of the 15 sentences.
14.	Getting Facts	Provided 5 paragraphs and questions about who, what, where, when, and why, the participant will read the paragraphs and answer the questions, with 80% accuracy.
15.	Sequence	Provided 2 paragraphs containing sequential items and/or events, the participant will identify the correct order of the events, with no errors.
16.	Topic Sentences	Provided 5 paragraphs, the participant will identify the topic sentence of each, without error.
17.	Main Ideas	Provided 5 paragraphs, the participant, after reading the paragraph, will identify the main idea of each, with 80% accuracy.
18.	Cause and Effect	Provided 2 paragraphs containing cause and effect relationships, the participant will identify the cause and effect without error, and will identify the words that cue the relationship, with 80% accuracy.
19.	Inferences	Provided 5 reading passages, the participant will correctly answer questions which require him/her to infer information not directly stated in the material, with 80% accuracy.
20.	Critical Reading	Provided 2 articles containing propaganda and 2 containing statements of fact and opinion, the participant will, with 80% accuracy, 1) identify the propaganda techniques utilized (persuasion, emotionally charged statements, etc.) and 2) correctly differentiate fact and opinion statements.
	Practical Reading Skills	
21.	Following Directions	Provided a short selection which contains directions, the participant will follow directions accurately, with no error.
22.	Map Reading	Provided 2 types of maps (road, pictorial), the participant will demonstrate how to read and interpret the maps, with 80% accuracy.
23.	Schedules	Provided various types of schedules (bus, train, etc.), the participant will demonstrate how to read and interpret the schedules, to the instructor's satisfaction.
24.	Charts, Graphs, Tables, Diagrams	Provided a graph, a table, a chart, and a diagram, the participant will interpret and answer questions about the content of each, to the instructor's satisfaction.
25.	Want-Ads	Provided 10 want-ads (jobs, real-estate, etc.), the participant will read and interpret the ads, to the instructor's satisfaction.

Figure Forty Three (continued)

26.	Advertisements	Provided 5 advertisements, the participant will read and answer questions about the advertisement, to the instructor's satisfaction.

Remedial Education (Math)

47.	Addition of Whole Numbers	Provided 20 addition problems, the participant will add 17 out of the 20 problems without error.
48.	Subtraction of Whole Numbers	Provided 20 subtraction problems, the participant will subtract 17 out of the 20 problems without error.
49.	Multiplication of Whole Numbers	Provided 20 multiplication problems, the participant will solve 17 out of the 20 problems without error.

Basic Education Skills, Example Three: Account Clerk/Assistant Bookkeeper Billing/Payroll/Financial Clerk

Source: Private Industry Council of Humboldt County, Eureka, California

The Private Industry Council of Humboldt County, California has developed basic education skills for the Summer Youth Employment Training Program (SYETP). Included in Figure Forty Four are excerpts from the reading and writing skills and the math skill area. In the entire list of competencies there are 11 reading and writing competencies and 16 math competencies.

Figure Forty Four

Basic Education Skills, Account Clerk/Assistant Bookkeeper/ Billing/Payroll/Financial Clerk

Source: Private Industry Council of Humboldt County, Eureka, California

Reading and Writing Skills

A-1 Read, spell and use basic bookkeeping terms.

Measures:
a. Match basic bookkeeping terms with their definitions with 80% accuracy;
b. Given basic bookkeeping terms orally, write each term neatly, legibly and with 75% accuracy;
c. Given a list of terms and a series of incomplete sentences, fill in the blanks neatly and legibly and with 80% accuracy in content and 90% accuracy in spelling.

Tool or Document:
a. Definition worksheet
b. Spelling test
c. Sentences worksheet

A-2 Demonstrate the ability to read and interpret common business forms.

Measures:
a. Given a variety of business forms, such as vouchers, sales slips, purchase orders and invoices, answer a series of factual questions based on the forms. Answers should be neat, legible and 75% accurate.

Tools or Document:
a. Forms worksheet

A-3 Demonstrate the ability to read and interpret common reference tables and charts.

Measures:
a. Given common reference tables and charts, such as organization charts, account charts, personnel rosters, and tax tables, answer a series of factual questions based on the data supplied neatly and legibly and with 75% accuracy.

Tool or Document:
a. Tables and charts worksheet

A-4 Demonstrate the ability to interpret and use abbreviations.

Measures:
a. Match list of terms with their common abbreviations with 85% accuracy.

Tool or Document:
a. Abbreviations worksheet

A-5 Demonstrate the ability to read and follow company policies and procedures.

Measures:
a. Given a set of sample procedures such as financial procedures, filing procedures, petty cash procedures, etc., answer a series of factual questions, based on the procedures neatly, legibly and with 80% accuracy; and
b. Given a set of sample company policies such as vacation and sick leave policies, time and attendance policies and promotion policies, answer a series of factual questions based on the policies with 80% accuracy.

Tool or Document:
a. Procedures worksheet
b. Policies worksheet

A-6 Demonstrate the ability to list words in alphabetical order.

Measures:
a. Given 25 words (with groups sharing up to 3 initial letters in similar sequences) in random order, list them in alphabetical order neatly, legibly and with 90% accuracy in spelling and sequence.

Tool or Document:
a. Word list

Figure Forty Four (continued)

A-7	Demonstrate the ability to sort data by given classification criteria.
Measures:	a. Given 20 account cards, alphabetically by name, then chronologically by date, then numerically by account number. Cards should be sorted with 90% accuracy.
Tool or Document:	a. Documentation of card sorts
A-8	Demonstrate the ability to list dates in chronological order.
Measures:	a. Given 25 dates with months written in words, list the dates in numerical form in chronological order neatly and legibly, with 90% accuracy in spelling and sequence.
Tool or Document:	a. Date worksheet
A-9	Demonstrate the ability to write dates with correct punctuation.
Measures:	a. Given 25 dates with months written numerically, write each with the month written out neatly and legibly, and with 100% accuracy in spelling and punctuation.
Tool or Document:	a. Dates worksheet
A-10	Demonstrate the ability to copy names and numbers of accounts.
Measures:	a. Given 20 names and account numbers, copy each neatly, legibly and with 100% accuracy in spelling, punctuation and sequence.
Tool or Document:	a. Account Number worksheet
A-11	Demonstrate the ability to write names and addresses with proper punctuation.
Measures:	a. Given a list of 20 names and addresses, write each item as a mailing label neatly and legibly, and with 90% accuracy in spelling, capitalization and punctuation.
Tool or Document:	a. Mailing List worksheet

Math Skills

B-1	Demonstrate the ability to read and write numbers up to 10,000,000, including dollar amounts.
Measures:	a. Given 20 account numbers and 20 dollar amounts twice orally, write each item neatly, legibly and with 100% accuracy; and b. Given a list of 10 dollar amounts and 10 numbers, match number with the same item written in words with 100% accuracy
Tool or Document:	a. Accounts Numbers list b. Dollars list

Figure Forty Four (continued)

B-2	Demonstrate the ability to identify place value of digits in whole numbers with up to 7 digits.
Measures:	a. Given 20 numbers, copy them neatly and legibly in column format such that a total could be calculated. Numbers should be copied with 100% accuracy in sequence and place value; and b. Given 20 numbers orally, write them neatly and legibly in column format such that a total could be calculated. Numbers should be written with 100% accuracy in sequence and place value.
Tool or Document:	a. Column worksheet b. Numbers list

Basic Education Skills, Example Four: The Comprehensive Education and Training Opportunities Program (CETOP) Basic Academic Skills Samples

Source: Center for Employment and Income Studies, The Florence Heller Graduate School, Brandeis University, Waltham, Massachusetts

A Brandeis University study on Competency based employment and training for youth under the JTPA gave examples of a demonstration project in competency based education. This program, Comprehensive Education and Training Opportunities Program (CETOP) provided employability and educational services to eligible youth. The benchmark system was the foundation for the CETOP curriculum. Examples of basic academic skills in the computation area are shown below in Figure Forty Five. To be deemed "competent" in the benchmark area a student must pass through four levels of increasing difficulty.

Figure Forty Five

Basic Academic Skill Samples

COMPETENCIES AREA: Basic Academic Skills: Computation

BENCHMARK: LEVEL: 1 NUMBER: 3

Participant scores 80% on test of basic addition and subtraction.

PROCEDURE:

1. Participant will complete addition skills inventory and subtraction skills inventory
2. Instructors will perform an error analysis on participant's inventories and will make assignments to address participant's weaknesses
3. Participant will take a test on addition and subtraction

MATERIALS:
1. Number Power or equivalent math text
2. Worksheets
3. PLATO System

EVALUATION: 80% accuracy

COMMENTS:

In-school participant must pass a basic math course with at least a C average or demonstrate those math skills on an achievement test

---

COMPETENCIES AREA: Basic Academic Skills Computation

BENCHMARK:

Participant scores 80% on test of basic multiplication and division. LEVEL: 2 NUMBER: 3

PROCEDURE:

1. Participant will complete a multiplication inventory and a division inventory
2. Instruction will perform an error analysis on participant's inventories and will make assignments to address participant's weaknesses
3. Participant will take a test on multiplication and division

MATERIALS:
1. Number Power or equivalent math text
2. Worksheets
3. PLATO System

EVALUATION: 80% accuracy

COMMENTS:

In-school participant must pass a basic math course with at least a C average or demonstrate those math skills on an achievement test

---

COMPETENCIES AREA: Basic Academic Skills: Computation

BENCHMARK: LEVEL: 3 NUMBER: 3

Participant scores 80% on test of basic fraction and decimals.

PROCEDURE:

1. Participant completes a fractions skills inventory and a decimals skills inventory
2. Instructor performs an error analysis on participant's inventories and makes assignments to address weaknesses
3. Participant takes a test on fractions and decimals

Figure Forty Five (continued)

MATERIALS:
1. Number Power 2 or equivalent math text
2. Worksheets
3. PLATO System

EVALUATION: 80% accuracy

COMMENTS:
In-school participant must pass a basic math course with at least a C average or demonstrate those math skills on an achievement test

---

COMPETENCIES AREA: Basic Academic Skills: Computation

BENCHMARK: LEVEL: 4 NUMBER: 3

Given an examination covering basic math skills, including word problems, percent, area, perimeter, and metrics, participants will score at least 80%

PROCEDURE:

1. Participant completes skills inventories on word problems, percent, area and perimeter, and metrics
2. Instructor performs an error analysis on participant's inventories and makes assignments to address weaknesses
3. Participant takes GED Practice Test

MATERIALS:
1. Number Power 2 or equivalent math text
2. Worksheets
3. GED Practice Test
4. PLATO System

EVALUATION: 80% accuracy

COMMENTS:
In-school participant must pass a basic math course with at least a C average or demonstrate those math skills on an achievement test

---

Summary and Conclusions on Basic Skill Youth Competencies

The purpose of youth competencies in the basic skill area is to help youth learn skills which employers demand for entry into the world of work. It may be difficult for employers, educators and Private Industry Councils to arrive at a consensus on a particular set of competencies. Employers are looking for employees with skills which meet certain entry level requirements. The basic level of educational skills needed to accomplish a specific job or task needs to be determined. In many instances the desired competency can not be designated by a certain grade level.

Special and vocational educators can work with employers to identify appropriate basic education skill needs. This activity will provide employer input and help educators to develop proposals which train handicapped youth for relevant basic education skills.

The basic education skills provided in the above section reveal the thinking of various agencies associated with the development of JTPA youth competencies. Individual teachers must decide which basic education competencies their students can achieve. This information plus the knowledge of what employers expect can provide the basis of the competencies which will be taught. It would be most helpful to discuss the competencies with the Private Industry Council, since the PIC determines what will be accepted. A competency benchmark which is too high to be achieved by specific handicapped youth can be adjusted by the PIC. Private Industry Councils are interested in achieving positive terminations. Competencies which meet this objective will be valued by the PIC.

JOB SPECIFIC SKILLS

The examples of job specific skills contained in this section are being used by specific Private Industry Councils to meet employer needs, design training programs and determine program effectiveness.

As described by the National Governor's Association (1984, p. 3), "primary job-specific skills relate to the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary job-specific skills entail familiarity with and use of set up procedures, safety measures, work-related terminology, recordkeeping and paperwork formats, tools, equipment and materials, and breakdown and clean up routines. As with the basic education category, job-specific skill measures are directly affected by the nature of the occupations involved. Therefore, the job-specific skills necessary for determining competency measures are also related to enrollee career decisions. This area probably has the widest variety of implementation alternatives, and may well be the most difficult to set up."

"Competency criteria are formulated around functional program related skills and reflect actual learning and achievement, not simply the passage of time. Competency measures should be simply stated, easily understood, practical, attainable, and accurately measurable."

In reviewing the following examples, please note that:

1. Most of the examples are excerpts, not complete sets of job specific skills.
2. These examples do not correspond with earlier examples of suggested steps to take when setting up a youth employment competency system.
3. Because the specific skills required for many jobs are complex and extensive, program operators might choose to train program participants for a sequence of jobs, ranging from less skilled to more skilled, based on the same comprehensive set of specific competencies. Figure Fifty Four, found later in this section, illustrates how the Culinary Arts Food Service Training Program applies this concept.
4. To receive an equitable opportunity to succeed, some handicapped individuals might require JTPA program staff to consider modifying the following:
   - the goals of training (scope and sequence of skills to be learned) and
   - the instructional methods
     - adjusting the speed at which new concepts/skills are introduced
     - providing an opportunity for additional practice under close supervision
     - using more step by step explanations and demonstrations
     - providing more frequent and specific performance feedback

   A participant who has difficulty learning can still be a competent performer after he or she masters the required job skills.

Example One and Figures Forty Six and Forty Seven following illustrate two generic formats used by one PIC to develop job specific competencies in several occupations for use in both on-the-job and classroom based training. Example Two and Figures Forty Eight through Fifty Four illustrate PIC approved job specific competencies from various occupational areas.

Job Specific Skills, Example One: On-the-Job Training/Job Specific Competency and Class Size Training/Job Specific Competency

Source: Genesee/Shiawasse Employment and Training Administrative Unit, Flint, Michigan

On the job training contracts have task and/or objective lists which each employer signs off on. Employers may also add to the list their own specialized tasks. Each employer decides on the necessary competency code for each task listed. The participant's actual code must match the employer's code on the final evaluation in order to be certified competent in that task. Each OJT contract is so specific that it is not feasible for occupational task lists to be developed and approved for every OJT contract. The Youth Committee and the PIC approved a standardized format for OJT competencies, with the responsibility for task development resting with the employer. See Figure Forty Six following.

When class size training proposals have been approved, the Youth Committee and the PIC review and approve the competency lists developed by the trainer. The Youth Committee and the PIC have approved a standardized format for development of class size training competencies and actually review the occupational task lists for each class offered. See Figure Forty Seven following for an illustration of this competency development format.

Pre-testing of participants' competency in a particular occupational area occurs during the assessment phase of intake. If the participant does not have the skills necessary to be considered competent in this area, it is documented on the Employability Development Plan (EDP). Post-testing occurs during the final evaluation of the participant. All final evaluation codes must meet the employer specified codes in order for a participant to be certified competent.

Figure Forty Six

Job Specific Skills: On-the-Job Training/Job Specific Competency

Source: Genesee/Shiawassee Employment and Training Administrative Unit,
Flint, Michigan

OJT Contractor: ____________
Trainee: ____________
Soc. Sec. #: ____________
Job Title: ____________

Task List Codes

1. Aware of task
2. Completes task with assistance
3. Completes task on own
4. Can demonstrate task to others
5. Not covered/Not applicable

Please rate the competency level of each task according to the codes above:

		Evaluations				Code Needed For
Task List	Hours	#1	#2	#3	Final	Competency
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
		Date	Date	Date	Date	

I agree with the Task List above and the codes needed for competency for this specific job.

____
Employer Name

____
Trainee Signature/Date

____
Signature of Employer

____
Authorized Staff Signature/Date

____
Date

Figure Forty Seven

Job Specific Skills: Class Size Training/Job Specific Competency

Source: Genesee/Shiawassee Employment and Training Administrative Unit, Flint, Michigan

Trainer: ____________
Class: ____________
Trainee: ____________
Soc. Sec. #: ____________

Task List Codes		Measure Codes	
1.	Aware of task	A.	Test
2.	Completes task with assistance	B.	Assignment - In class
3.	Completes task on own	C.	Other Assignment (specify)
4.	Can demonstrate task to others	D.	Instructor Monitored Performance
5.	Not covered/Not applicable		

Please rate the competency level of each task according to the codes above:

Task List	Hours	Evaluations #1	#2	#3	Final	Code Needed For Competency
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
		Date	Date	Date	Date	

Authorized Instructor's Signature/Date

Student's Signature/Date

Job Specific Skills, Example Two: JTPA Electronic Servicing

Source: Waukesha County Technical Institute, Pewaukee, Wisconsin

The Waukesha County Technical Institute (WCTI) JTPA Electronic Servicing project was conceived to give students with no previous experience or training a broad, general background in electronics, with an emphasis on trouble-shooting skills. Both analog and digital theory are presented. Students who complete the course will have sufficient understanding, training and skills to be employed as field or bench technicians with a minimum of job specific training supplied by their employers.

The course is divided into six sections: DC Electronics, AC Electronics, Semiconductor Devices, Electronic Circuits, Digital Techniques and an Introduction to Microprocessors. Each of these sections is divided into numbered modules. The course content outline is organized to reflect those divisions.

Because of the depth of the material presented and limited time available, the unit on microprocessors is an option. Only those students whose aptitudes and abilities allow them to finish the regular course material in less than the allotted thirty weeks are able to undertake the final unit.

The Electronic Servicing program is a 900 hour program that is taught 30 hours a week over a 30 week period. Its curriculum is offered predominately through interactive video presentations in addition to classroom lectures and lab assignments.

This project serves both youth and handicapped individuals in addition to other JTPA eligible participants such as dislocated workers and disadvantaged adults. The program operates year-round at WCTI through open-entry/open-exit training classes.

The following figure provides a sample of the content from one of the program's six sections.

Figure Forty Eight

Job Specific Skills: JTPA Electronic Servicing - Sample of Content

Source: Waukesha County Technical Institute, Pewaukee, Wisconsin

DC Electronics Unit

Module I	Matter and Charges Activity: Become familiar with the composition of matter and the principles of electrostatics.
Module II	Current Flow and Circuits Activity: Observe current flow and practice using scientific and engineering notation.
Module III	Electromotive Force Activity: Learn about voltage and how it is measured. Practice using analog and digital multimeters.
Module IV	Batteries and Voltage Drops Activity: Work with simple power supplies. Measure voltage rises and drops. Gain familiarity with the concept of electrical ground.
Module V	Resistance Activity: Learn the color code. Learn to use the ohmmeter. Become familiar with series and parallel circuits. Practice breadboarding circuits.
Module VI	Ohm's Law and Power Activity: Verify and begin to apply Ohm's law and the power formula.
Module VII	Magnetism Activity: Observe the relationships between magnetism and electricity. Study the principles of motors and generators.
Module VIII	Current and Ammeters Activity: Learn meter movement basics and how to use ammeters with shunt resistors.
Module IX	Voltmeters and Ohmmeters Activity: Learn to use ammeters to measure voltage and how to select a multiplier resistor. Become familiar with the design of the ohmmeter.

Figure Forty Eight (continued)

Module X	Series, Parallel & Voltage Divider Circuits Activity: Explore current flow and voltage drops in basic practical circuits.
Module XI	Circuit Analysis Activity: Learn to apply Kirchhoff's Laws.
Module XII	Thevenin's and Norton's Theorems Activity: Learn to simplify and deal with complex circuits.
Module XIII	Inductance and Capacitance Activity: Become familiar with the behavior of coils and capacitors in DC circuits.
Module XIV	Capacitive Circuits Activity: Learn to calculate time constants in RC circuits.

DC Electronics Unit

Upon completion of this unit, the student will have a working knowledge of Ohm's Law, basic soldering skills, and will be able to:

1. Solve basic electronic problems involving current, voltage, resistance and power.
2. Explain the relationship between current, voltage, resistance and power.
3. Discuss the relationship between electricity and magnetism.
4. Interpret a schematic diagram in order to build electronic circuits.
5. Draw a schematic diagram of a practical electronic circuit.
6. Use a multimeter to measure current, voltage and resistance.
7. Convert from one metric prefix to another and work with powers of ten.
8. Explain the construction, operation and purpose of resistors, potentiometers, switches, fuses, relays, capacitors, inductors and batteries.
9. Demonstrate basic safety procedures to protect the worker and the equipment.

Figure Forty Nine

Job Specific Skills: Account Clerk/Assistant Bookkeeper/ Billing/Payroll/Financial Clerk

Source: Private Industry Council of Humboldt County, Eureka, California

Note: The entire series of competencies for this occupation consists of 25 items.

A. BUSINESS MACHINE SKILLS

A.1 Demonstrate the ability to type standard forms.

Measures:
- a. Type a minimum of 40 wpm with no less than 3 errors on a five minute typing test;
- b. Type four different preprinted business forms with the necessary information with any errors neatly corrected; and
- c. Given five names and addresses, type five file folder and five mailing labels neatly and with any errors neatly corrected.

Tool or Document:
- a. Standard five minute typing test (straight text)
- b. Completed copies of business forms
- c. File folder labels and mailing labels

A.2 Demonstrate the ability to use a 10 key calculator.

Measures:
- a. Given a three minute test, type data at 150 spm with 100% accuracy; and
- b. Given five addition, five subtraction, five division, five multiplication and five percentage problems, use the calculator to perform the tasks with 100% accuracy.

Tool or Document:
- a. Three minute test, using straight columns of figures
- b. 25 problem arithmetic test

A.3 Demonstrate the ability to use copy machines.

Measures:
- a. Use a copy machine to make one and two-sided single and multiple copies of a document with 100% accuracy. Multiple page documents should be collated and stapled neatly and with 100% accuracy.

Tool or Document:
- a. Complete copies

B GENERAL OFFICE SKILLS

B.1 Demonstrate the ability to answer the telephone and take phone messages.

Measures:
- a. Answer five telephone calls using good phone skills (i.e., good English, speaking clearly, politely...) and take messages with 100% accuracy (to include names and telephone numbers of the calling parties, time of day, date and who the message is for, and by whom it was taken). Phone skills must be rated as satisfactory by the (calling) evaluator.

Tool or Document:
- a. Evaluators ratings of five calls, telephone messages.

B.2 Demonstrate the ability to file and retrieve cards and documents in alphabetical, chronological and numerical order.

Measures:
- a. File a set of 25 documents in alphabetic order and within the letter in chronological order with no more than three misfilings in no less than ____ minutes;
- b. File 25 cards numerically with 100% accuracy in less than ____ minutes; and
- c. Given a list of 10 file names, retrieve files from an alphabetical file with 100% accuracy in no less than ____ minutes; and
- d. Given a list of 10 numbers, retrieve cards from a numerical file with 100% accuracy in no less than ____ minutes.

Figure Forty Nine (continued)

Tool or Document:

a. Trainer's documentation of correct filing and time taken

b. Trainer's documentation of correct filing and time taken

c. Trainer's record of documents retrieved and time taken

d. Trainer's record of cards retrieved and time taken

B.3 Demonstrate the ability to utilize a cross referenced filing system.

Measures:

a. Given ten documents to be cross referenced, prepare a list of those documents with the cross reference notation following each entry neatly, legibly and with 100% accuracy; and

b. Given a cross reference list of five entries, correctly locate the five references with 100% accuracy.

Tool or Document:

a. Cross reference list

b. Trainer's documentation of correct location of documents

C BASIC BOOKKEEPING SKILLS

C.1 Describe the basic accounting system.

Measures:

a. Given 25 financial items and their descriptions, classify each as an asset, a liability or as capital (owner's equity) with 80% accuracy;

b. State the fundamental bookkeeping equation and, given 10 sets of two elements, calculate the value of the missing element neatly, legibly and with 100% accuracy;

c. State three basic variations of a transaction's potential effects on accounts neatly and with 100% accuracy;

d. Given a series of accounting terms related to starting an accounting system, match each to its definition with 100% accuracy; and

e. Given 8 financial items and the name of a company, prepare a beginning balance sheet for that company neatly, legibly and with 100% accuracy.

Tool or Document:

a. Financial items classification worksheet

b. Bookkeeping equation worksheet

c. Statement of transactions' effect on accounts

d. Definitions worksheet

e. Balance sheet

C.2 Divide transactions into their debit and credit parts.

Measures:

a. Analyze a series of transactions shown on T-accounts and sort the entries into debits and credits with 100% accuracy;

b. Given 3 lists of account balances for different clients, open a ledger of T-accounts for each client (including T accounts for their creditors), and use the fundamental bookkeeping equation to demonstrate that debits equal credits;

c. State the three rules of debits and credits with 100% accuracy, and show each rule on a T account neatly, legibly and with 100% accuracy; and

d. Given an account, calculate its balance and identify the side on which it should be shown with 100% accuracy.

e. Identify and classify accounts affected by transactions with 100% accuracy.

Tool or Document:

a. T-accounts worksheet

b. Proving equality worksheet

c. Written statement of rules and T account depictions

d. Account classification worksheet

Figure Forty Nine (continued)

C.3 Define the terms related to recording and posting opening entries in journals.

Measures: a. Given the terms related to recording and posting opening entries, match them to their definitions with 100% accuracy.

Tool or Document: a. Opening entries definitions worksheet

Figure Fifty

Job Specific Skills: Auto Body Repair

Source: Private Industry Council of South Florida, Miami, Florida

Note: The entire series of competencies for this occupation consists of 28 items.

BENCHMARK NUMBER	ELEMENT	BENCHMARK	TRAINING STANDARDS
1	TOOLS	Without the aid of references, the participant will identify ten tools and safely demonstrate their use to the evaluator's satisfaction.	3c
	AUTO BODY REPAIR		
2	Inspect/Measure	Given a damaged vehicle, whose body need inspecting, the required tools and equipment, the participant will inspect to determine if the body is bent or misaligned. The participant must be able to list the damages and be able to record by each damaged measurement the vehicle true alignment specifications according to the manufacturer's manual. Findings and measurements must agree with evaluator's.	3c
3	Straighten/ Repair & Align	Given a vehicle with a damaged body, tools and equipment, the participant will straighten, align and repair the body to its original dimensions as specified in the manufacturer's specifications.	3c
4	Bumper	Given a vehicle with a damaged front or rear bumper and tools, the participant will remove and install replacement bumper. Replacement must conform to original appearance.	3c
5	Fenders	Given a vehicle with a damaged fender and required tools, the participant will remove, replace and align replacement fender to original appearance. (Approximately 5/32 inches between door and hood.)	3c
6	Doors	Given a vehicle requiring door replacement and tools, the participant will remove and replace the door. Replacement door must be aligned to approximately a 5/32 inch gap between door and panels.	3c
7	Hood/Deck Panels	Given a vehicle with a misaligned hood or deck panel, the participant will adjust hood or deck panel at adjustment points to insure alignment with adjacent panels (approximately 5/32 gap between panels).	3c
8	Weld-In Panel	Given a vehicle with a damaged weld-in panel and tools, the participant will remove and replace. Replacement panel must conform to original body contour.	3c
9	FIBERGLASS BODY Repair	Given a fiberglass panel requiring repair the participant will remove the damaged material and fill the damaged area with proper mixture of resin and fiberglass. Panel must be finished to original contour.	3c
10	Replace	Given a vehicle with a damaged fiberglass panel, the participant will remove and replace panel. Panel must be finished to original contour.	3c
11	Straighten Deformed Sheet Metal	Given a vehicle with 2 deformed sheet metal panels the participant will straighten and align panels, so that all high and low spots are removed and all contours will conform to original shape.	3c
	WELDING/CUTTING & SHRINKING		
12	Pick & File	Given a vehicle with a damaged area, tools and equipment, the participant will straighten the damaged area by the pick and file method so that the area is smooth to the touch and conforms to the original contours of the body.	3c
13	Filling	Given a vehicle with a minimum of three rough out panels in need of repair, the participant will fill and smooth depressed area to the original contour.	3c

Figure Fifty One

Job Specific Skills: Washington (School) Automotive Training and Vocational Exploration Program

Source: Racine Unified School District, Racine, Wisconsin

Note: A description of the Automotive Training and Vocational Exploration Program is contained in Section V.

THE REASONS FOR THIS CERTIFICATE

Students graduating from most high schools are issued a standard diploma which does not give a prospective employer or vocational-technical school instructor a clear idea of an individual's capabilities in a specific area. This certificate and rating of each student who completes a high school vocational course in Racine Unified District High Schools hopefully will serve two purposes. 1. It should give the instructor of a post-high school program an accurate estimate of an individual's skill so an educational program in a specific vocational area can be tailored to his/her level without unnecessary repetition. 2. It should also give the prospective employer the same accurate estimate so he knows what additional training is necessary for his employee or prospective employee.

Post-high school instructors and present employers are invited to update an individual's rating upon request of that individual. If this instructor or employer finds additional skill areas in which he would rate this individual, those skills may be typed in the space provided and a rating given. If rerating occurs, the instructor or employer doing the rating should rate a skill not observed at the same level as the previous rating.

For verification of the high school ratings, additional information, or additional copies of this rating chart, write to the Director, Vocational Education, Racine Unified School District, 2220 Northwestern Avenue, Racine, Wisconsin, 53404. **(Release of official records, including attendance and grades, requires written authorization from the student involved.)**

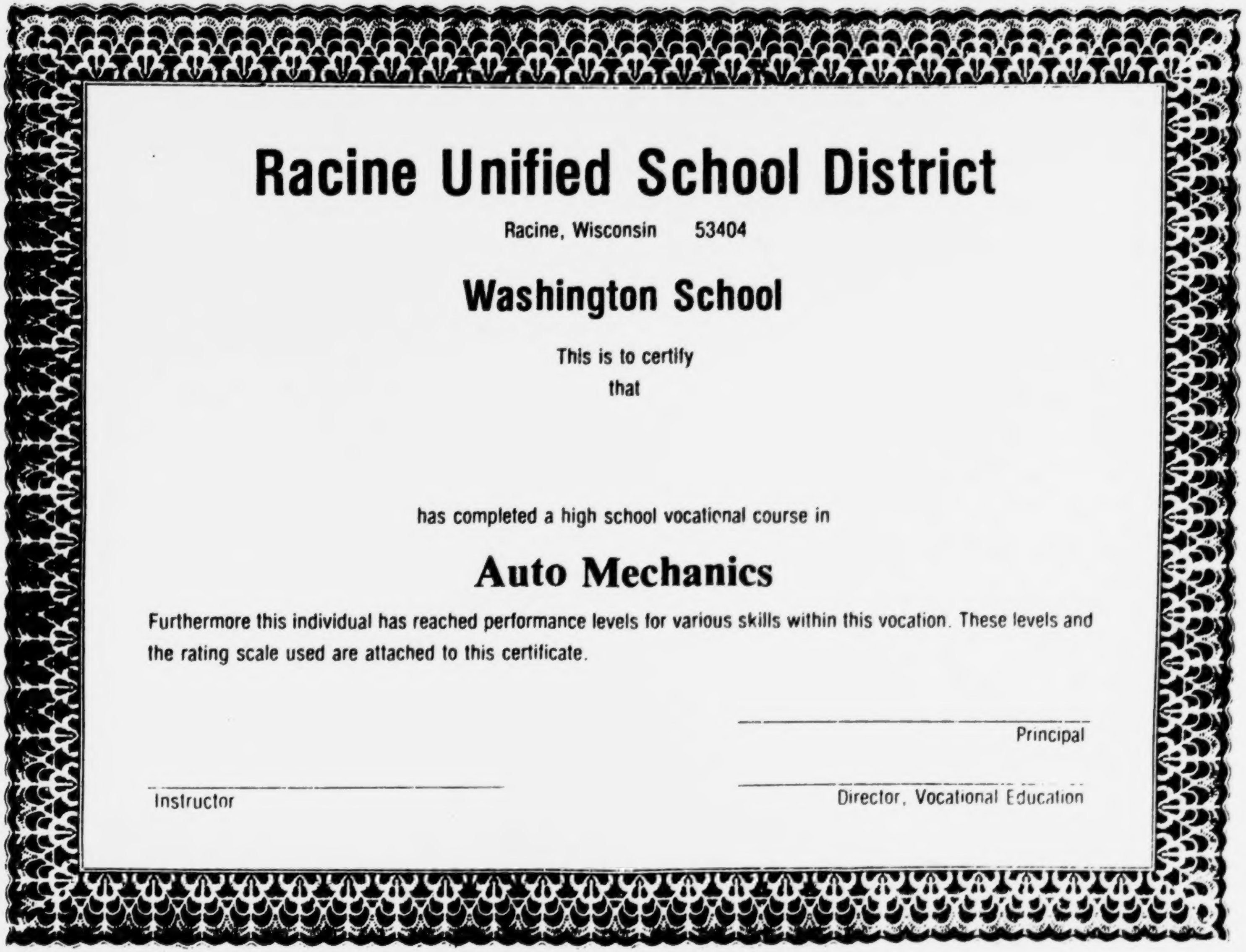
HOW SKILL IS MEASURED

Each skill on the task sheet analysis list is defined in terms of observable behavior and it is on his/her observable behavior that the trainee is rated by his/her instructor. The rating scale attempts to evaluate performance as an employer or supervisor would evaluate it. The level "3" is the baseline, indicating performance comparable to that of a new journeyman in a trade and does not refer to grades received in a specific course.

The rating scale is attached to the right of the task analysis list for each area studied.

	Level
Speed and quality with initiative and adaptability and can lead others in performing this task. **This is the equivalent to the supervisory level in industry.**	6
Can perform this task with more than acceptable speed and quality and with initiative and adaptability to special problem situations. **This is the equivalent to the foreman level in industry.**	5
Can perform this task without supervision or assistance with more than acceptable speed and quality of work. **This is the equivalent to the journeyman level in industry.**	4
Can perform this task satisfactorily without assistance and/or supervision. **This is the equivalent to the beginning journeyman level in industry.**	3
Can perform this task satisfactorily but requires periodic supervision and/or assistance.	2
Can perform this task, but not without constant supervision and some assistance.	1
Cannot perform this task satisfactorily for participation in a work environment.	0
Task not observed at time of rating (See directions above for rerating).	--

Figure Fifty One (continued)



Racine Unified School District

Racine, Wisconsin 53404

Washington School

This is to certify
that

has completed a high school vocational course in

Auto Mechanics

Furthermore this individual has reached performance levels for various skills within this vocation. These levels and the rating scale used are attached to this certificate.

Principal

Instructor

Director, Vocational Education

				RA
Area	No	Competency	A	B
	1.	Demonstrate an understanding and working knowledge of safe practices in the shop.		
ORIENTATION	2.	Demonstrate the selection, use, and maintenance of various hand and power tools used in shop.		
	3.	Use shop manuals and technical publications such as specification handbooks, wiring diagrams, and diagnosis manuals.		
	4.	Use math skills for calculations involved in automotive service skills.		
	5.	Demonstrate the ability to follow job procedures and complete job forms and records.		
ENGINE	6.	Perform cylinder leakage test.		
	7.	Perform cylinder compression test. (wet/dry)		
	8.	Perform power balance test. (diagnosis)		
	9.	Demonstrate ability to interpret battery ratings.		
	10.	Inspect and clean a battery.		
BATTERY	11.	Test a battery with a hydrometer.		
	12.	Test a battery with a high rate discharge tester.		
	13.	Perform a 3-minute battery test.		
	14.	Charge a battery.		
	15.	Hook-up jumper cables correctly.		
	16.	R/R spark plugs, clean, gap, and test.		
	17.	R/R distributor, points and condenser.		
IGNITION	18.	R/R distributor.		
	19.	Remove and inspect distributor cap, rotor, and cables.		
	20.	Test coil, polarity, and voltage output.		
	21.	Demonstrate ability to troubleshoot ignition system, transistor, and standard.		
	22.	Demonstrate ability to trace a firing order.		
	23.	Demostrate ability to use a distributor machine.		
	24.	Perform starter current draw test.		
ST	25.	Perform cranking voltage test.		

Figure Fifty One (continued)

RATER
B C

			RATER		
Area	No	Competency	A	B	C
COOLING	50.	Inspect, adjust, or replace fan belts.			
	51.	Check coolant freezing point.			
	52.	Pressure test cooling system.			
	53.	Replace various heater/cooling hoses.			
	54.	Clean and flush cooling system.			
	55.	R/R thermostat.			
	56.	Test.			
	57.	R/R water pump.			
	58.	Inspect accessory drive belts.			
LUBRICATION	59.	Change engine oil and/or filter.			
	60.	Lubricate suspension and steering linkages.			
	61.	Adjust and repair wheel bearings.			
	62.	Change automatic transmission fluid and filter.			
VALVE JOB	63.	Adjust valves.			
	64.	Install valve cover gaskets.			
	65.	Perform valve cleaning and inspection.			
	66.	Perform valve facing.			
	67.	Perform valve seating.			
	68.	Perform valve guide wear checking.			
	69.	Perform valve guide knurling.			
	70.	Perform valve head flatness (warpage).			
SUSPENSION	71.	R/R shock absorbers.			
	72.	Reform front end alignments.			

ARTER

26. Perform voltage drop test on starter cables. ____ ____ ____

27. Perform tests on solenoids, neutral safety switch. ____ ____ ____

28. R/R starter. ____ ____ ____

CHARGING

29. Perform charging output test with a voltmeter/ammeter and evaluate. ____ ____ ____

30. Check and adjust alternator drive belts. ____ ____ ____

31. R/R alternator/generator. ____ ____ ____

32. Bench test alternator and repair as needed:
- A. Diode ____ ____ ____
- B. Stator ____ ____ ____
- C. Rotor ____ ____ ____
- D. Bearings ____ ____ ____

BODY ELECTRICAL

33. Perform continuity test. ____ ____ ____

34. Measure voltage drop. ____ ____ ____

35. Measure current flow. ____ ____ ____

36. Measure resistance. ____ ____ ____

37. Set up headlamps equipment. ____ ____ ____

38. Align headlamps. ____ ____ ____

39. R/R flasher units. ____ ____ ____

40. Locate and repair shorts and open. ____ ____ ____

41. Install headlights. ____ ____ ____

TUNE UP

42. Perform minor tune-up and adjust according to manufacture specification. ____ ____ ____

43. Perform infra-red exhaust test and evaluate. ____ ____ ____

FUEL DELIVERY

44. Adjust carburetor and clean internally. (tach and infra-red) ____ ____ ____

45. Clean or replace fuel filter. ____ ____ ____

46. Inspect, service, or replace carburetor air cleaner. ____ ____ ____

47. Disassemble/assemble carburetor:
- 1-bbl ____ ____ ____
- 2-bbl ____ ____ ____
- 4-bbl ____ ____ ____

48. Inspect and adjust various carburetor settings. ____ ____ ____

49. Measure fuel pump pressure and volume. ____ ____ ____

Figure Fifty One (continued)

TIRES	73.	Demonstrate knowledge of tire nomenclature.	___	___	___
	74.	Demonstrate ability to use tire changer.	___	___	___
	75.	Perform tire balancing: 1.) Bubble	___	___	___
		2.) Spin	___	___	___
	76.	Locates punctures in tubeless tires--visual or water bath and repair.	___	___	___
	77.	Demonstrate knowledge to rotate bias or radial tires.	___	___	___
BRAKES	78.	Inspect brakes.	___	___	___
	79.	R/R drum brake assembly.	___	___	___
	80.	Refinish brakedrums.	___	___	___
	81.	Repair wheel cylinder.	___	___	___
	82.	Repair hydraulic brake lines 1.) Using a union	___	___	___
		2.) Making a double flare	___	___	___
	83.	R/R wheel cylinder.	___	___	___
	84.	Rebuild master cylinder.	___	___	___
	85.	Inspect disc brake pads.	___	___	___
	86.	Refinish rotor.	___	___	___
	87.	Repair disc brake caliper.	___	___	___
	88.	Bleed hydraulic brakes-Manual	___	___	___
		--Pressure	___	___	___
DRIVE TRAIN	89.	Inspect and repair universal joint.	___	___	___
	90.	R/R rear axle shaft and seal.	___	___	___
EXHAUST	91.	Inspect exhaust components.	___	___	___
	92.	R/R individual exhaust components.	___	___	___
	93.	Demonstrate ability to safely use torch for heating and cutting.	___	___	___
	94.	Free stuck exhaust heat riser valve.	___	___	___
TRANSMISSION	95.	Perform checks and correct automatic transmission fluid level.	___	___	___
	96.	Perform and adjust clutch linkage on standard transmission.	___	___	___

Figure Fifty Two

Job Specific Skills: Bookkeeping/Accounting

Source: Private Industry Council of South Florida, Miami, Florida

Note: The entire series of competencies for this occupation consists of 63 items.

BENCHMARK NUMBER	ELEMENT	BENCHMARK	BOOKKEEPING	ACCOUNTING	TRAINING STANDARDS
1	BOOKKEEPING AND ACCOUNTING TERMS	Given 50 words that are commonly used in the bookkeeping and accounting field, the participant will be able to define 40 out of the 50 words correctly.	X	X	C
2	RECEIPTS FOR CHECK AND CASH SALES	Given ten sales transactions and blank receipt forms, the participant will prepare receipts for all sales transactions without error.	X	X	3c
	RECORDING ACCOUNTING ENTIRES IN JOURNAL AND LEDGER				
3	CORRECT ERRORS	Given a journal, ledger and a trial balance sheet with ten errors, the participant will locate and correct all errors, and balance the two totals on the trial balance sheet.	X	X	3c
4	RECORDING ENTRY PERTAINING TO PAYROLL	Given a completed payroll register and a combination journal and general ledger, the participant will make the necessary accounting entries including all withholding with 100% accuracy.	X	X	3c
5	RECORD ENTRY FOR SELLING MERCHANDISE ON ACCOUNTS	Given 25 completed sales slips, sale journal and a general ledger, the participant will record all accounting entries without error.	X	X	3c
6	POSTING FROM CASH JOURNALS	Given a cash journal and necessary ledgers, the participant will post all entries in the ledger without error.	X	X	3c
7	POST TO LEDGER ACCOUNT FROM JOURNAL	Given a general journal and a general ledger, the participant will post column totals to the ledger. Ledger must balance after posting.	X	X	3c
8	RECORDING ENTRY IN COMBINATION JOURNAL	Given 20 business transactions and a combination journal, the participant will record the business transactions in the journal so that 15 out of 20 transactions are recorded without error.	X	X	3c
9	RECORDING CASH	Given a guide, source documents of necessary journals and ledgers, the participant will record all entries in a chronological sequence with 100% accuracy.	X	X	3c
10	RECORDING ENTRY PERTAINING TO CASH RECEIPTS	Given source documents and necessary journal and ledgers, the participant will record all entries required for accounting of cash receipts. At least 90% of all required entries must be made correctly.	X	X	3c
11	RECORDING ENTRY FOR BUYING MERCHANDISE ON ACCOUNT	Given the source documents of ten business transactions for purchase on account or sales on account, the participant must be able to select the proper accounts and post to subsidary ledger with 90% accuracy.	X	X	3c
12	RECORDING ENTRY	Given a schedule of rates payable, rates date and interest payments, and necessary journal and ledgers, the participant will compute and record expense account with 100% accuracy.	X	X	3c
13	RECORDING ENTRY PERTAINING TO SALES TAX	Given a summary of daily sales tax for one month, blank sales tax return, necessary journal and ledgers, the participant will computer the sales tax liability and prepare the sales tax return with 100% accuracy.	X	X	3c

Figure Fifty Three

Job Specific Skills: Commercial Cooking and Baking

Source: Private Industry Council of South Florida, Miami, Florida

Note: The entire series of competencies for this occupation consists of 31 items.

BENCHMARK NUMBER	ELEMENT	BENCHMARK	TRAINING STANDARDS
	CARE OF COOKING AREAS & EQUIPMENT		
1	Cooking Areas	Given supplies and equipment, the participant will clean the cooking area thoroughly so that it would pass a Department of Health Inspection.	3c
2	Equipment	Provided supplies and equipment, the participant will clean kitchen equipment to the evaluator's satisfaction.	3c
3	Inspection of Food Service Area	Given a food service area where violations of sanitation laws exist, and the necessary forms, the participant will inspect the area and rate all violations. All violations rated by evaluator must be recognized.	3c
	INSPECTION/CARE & STORAGE OF FOOD		
4	Inspect/Receiving	Provided a shipment of food, the participant will inspect the food shipment for quality and freshness to the satisfaction of the evaluator, and in addition, in-checked shipment against vouchers for quantity and take corrective actions if shipment is in error.	3c
5	Storage	Provided 5 food items to be stored, the participant will store the items according to rules of the state health department, and insuring that the food is stored to retain high quality.	3c
6	Inventory	Provided the necessary materials, 5 food items, the participant will prepare an inventory card for the five food items correctly.	3c
	MENU PLANNING		
7	Plan Menu	Provided instructions, a list of food items and forms, the participant will plan and write two menus to the evaluator's satisfaction.	3c
8	Utilize Leftovers	Given leftover food items and instructions the participant will plan two menus to the satisfaction of the evaluator. All items on the evaluator's checklist must receive a satisfactory.	3c
9	Plan Cooking Schedule	Provided a menu, recipes and instructions the participant will plan a cooking schedule for all foods to be cooked correctly.	3c
	PREPARING FOOD FOR COOKING		
10	Trim/Cut/Shred	Provided food items and equipment, the participant will trim, cut or shred the food items to the evaluator's satisfaction.	3c
11	Dehydrated/ Concentrated Food	Given equipment and a recipe, the participant will prepare dehydrated and/or concentrated foods for cooking to the evaluator's satisfaction.	3c
12	Meat/Fish/Fowl	Provided a recipe, equipment, supplies and food items, the participant will prepare meat, seafood and/or fowl for cooking to the evaluator's satisfaction.	3c
13	Slicing Meat or Cold Cuts	Provided food items, equipment and instructions, the participant will slice meat or cold cuts by hand and/or slicer to the thickness designated by the evaluator.	3c
	COOKING		
14	Tea/Coffee	Provided instructions, equipment and a recipe, the participant will brew tea or coffee to the evaluator's satisfaction.	3c

Figure Fifty Four

Job Specific Skills: Culinary Arts Food Service Training Program

Source: Salt Lake School Dist., Special Vocational Services, Salt Lake City, Utah

Note: A description of the Culinary Arts Food Service Training Program is contained in Section V.

Culinary Arts Food Service Program

PERFORMANCE EVALUATION
OCCUPATIONAL SKILLS TRAINING

Training Site: **Cook's Assistant**
Training Level: 1 2 [✓ 3]
Date of Performance Review:__________________

Page 1 of 2

ABOVE EXPECTATIONS	MEETS EXPECTATIONS	BELOW EXPECTATIONS	SPECIFIC SKILL COMPETENCIES
			knows proper method for using a french knife.
			knows proper method for washing vegetables.
			can peel, slice and dice various vegetables.
			knows and can identify slicer.
			knows and can identify mixer.
			knows and can identify chopper.
			knows and can identify sprayer.
			knows and can identify garbage disposal.
			knows and can identify broaster.
			knows and can identify fryer.
			knows and can identify broiler.
			knows and can identify oven.
			knows and can identify three compartment sink.
			can operate slicer.
			can operate mixer.
			can operate chopper.
			can operate sprayer.

COMMENTS BY EVALUATOR AND/OR TRAINEE:

____

____

____

TRAINEE: ________________________
This report has been discussed with me

EVALUATOR:________________________
This Performance Evaluation is based on my observation and knowledge, it represents my best judgment of the participant's performance.

svs/cafs-10/85 REVIEWED BY:______________________

Figure Fifty Four (continued)

Culinary Arts Food Service Program

PERFORMANCE EVALUATION
OCCUPATIONAL SKILLS TRAINING

Training Site: **Cook's Assistant** **Page 2 of 2**

ABOVE EXPECTATIONS	MEETS EXPECTATIONS	BELOW EXPECTATIONS	SPECIFIC SKILL COMPETENCIES
			can operate garbage disposal.
			can operate broaster.
			can operate fryer.
			can operate oven.
			can operate broiler.
			can successfully use three compartment sink.
			knows proper method for preparing food items.
			understands proper cooking and holding temperatures.
			knows and can identify each spice used.
			works with both hands.
			works well with other employees.
			cleans and sanitizes work area at end of shift.
			follows instructions.

DEVELOPING A COMPREHENSIVE APPROACH TO YOUTH COMPETENCIES

The effort required to produce a practical competency system in any of the three competency categories examined thus far is monumental. The following example illustrates one way to set up an integrated youth competency system wherein all types of competencies -- basic skills, pre-employment/work maturity, and job specific -- are applied to a group of participants who are enrolled in the same program. The reader will note that no reference is made in the example to youth who are handicapped. Nonetheless, the Denver approach could be used quite effectively in JTPA funded programs that do include significant numbers of youth who are handicapped.

Developing A Comprehensive Approach, Example One: Competencies for Private Sector Tryout for PY 1984

Source: Denver Employment and Training Administration, Denver, Colorado

Introduction

The following youth competency plan entitled "Competencies for Private Sector Tryout for PY 1984" was developed by the youth services contractors of the Denver Employment and Training Administration. Although this plan was developed specifically for the Private Sector Tryout Program, it could be applied to most youth employment programs.

Under the competency requirements set by the Private Industry Council, contractors providing TRY-OUT EMPLOYMENT for youth in PY'84 must develop and establish a competency plan to identify the areas of competency which will be provided for all participants in the TRY-OUT program. In addition, this plan identifies appropriate assessment methods to determine the consistency and quality of competency attainment and performance.

The competency plan described below is an extension of the competencies required for the Summer Youth Employment Program. There are, however, significant differences between the two competency plans.

First, the competencies for TRY-OUT Employment are more advanced. They require a higher level of performance and include more complex skills than those of Summer Youth Employment Program. For example, as part of the pre-employment skills included under the Job Acquisition Skills Competencies, youth must prepare a comprehensive resume as well as complete lengthier applications with which they are totally unfamiliar. Work Maturity skills are also included in the Job Acquisition Skills category and the youth must pass these in order to enter unsubsidized employment. There are no gradations in performance here as there are in Summer Youth Employment Program. Youth must achieve a level of proficiency that is competitive in the job market in order to pass.

Second, the interviews for the Try-Out Employment Program differ from Summer Youth Employment Program in that they will be more detailed, longer, and more job-related. Many youth will also be required to take a polygraph test as part of the interview process. The interviews will be competitive. A youth is not guaranteed a job even if he/she interviews well. Unlike the Summer Youth Employment Program, no staff person will be present to provide support and feedback during the interview. Each youth must perform independently.

Third, the job specific vocational skills which must be attained by youth in year round programs are determined by employers in private industry. Each youth must succeed in mastering these skills during the training period in order to be hired in unsubsidized employment. There is no similar requirement in the Summer Youth Employment Program.

Program Goal Statement

The goal of the Private Sector Try-Out Program is to provide training in job acquisition skills and job specific vocational skills to youth so that they can obtain and maintain jobs in the private sector. The overall program offered through PRIVATE SECTOR TRY-OUT provides pre-employment/job acquisition/work maturity skills and job specific skills to all participants. Participants may obtain a maximum of 250 hours training in the private sector. Participants receive compensation in lieu of wages during the training hours designated by the worksite contract.

Program Objectives for the Public Sector Try-Out Program

1. To develop and administer Private Sector Try-out Employment positions, as appropriate, for youth 16 through 21 years of age.
2. To provide job acquisition skills training to all participants, as needed.
3. To ensure that a percentage of participants who terminate from the program are terminated positively. The percentage to be placed in unsubsidized employment is designated in each Agency's contract.
4. To provide services to induce and aid dropouts either to return to school or enroll in a General Equivalency Diploma program.
5. To provide vocational and occupational counseling.
6. To meet special employability needs.

Target Group

Out-of-school youth, 16 to 21 years old, and economically disadvantaged youth are target for services, although special circumstances may enable in-school youth to be accepted. Each contractor has established a priority assessment instrument which will assist in identifying those youth most in need, because the TRY-OUT Program provides services to those out-of-school youth who have low skill levels and/or work maturity, and who are most in need of this type of employment experience.

Preliminary Assessment Strategies

The initial assessment process has been designed to screen and assess youth by identifying their levels of proficiency, work experience, and barriers to employment.

The initial assessment battery is constructed in three levels. This minimizes unnecessary assessment, and avoids duplication of effort. Youth who are appropriate candidates for Private Sector Try-out require the first two levels of assessment. The third level is administered after the youth has been enrolled, and as requested by the Public Sector Try-out Program staff, to further assess the youth's attainment of job specific vocational skills.

Assessment Tools Used by the Public Sector Try-Out Contractors

1. A guide to Educational and Vocational Planning (John L. Holland, Ph.D.)
2. Adult Reading Inventory, Second Edition (Learning Lab Associates, Inc.)
3. Programmed Math Placement Inventory (McGraw-Hill Book Company)
4. Self-directed Interest Search
5. Woodcock-Johnson Achievement Test
6. The General Aptitude Test Battery
7. Self-reporting Needs Assessment Screen

Level I

This is a general screening/informal assessment and an assessment of pre-employment and work maturity using diagnostic questions and a preliminary interview.

Self-report information is used to assess informally participants' self-awareness regarding their strengths/weaknesses, to identify potential personal/environmental barriers, to determine interest and motivation, and to get an indication of self-concept. Topics covered include:

1. work history/interests/hobbies
2. education/basic skills background

3. general health status
4. family status and background
5. barriers to employment
6. current work interests
7. personal attitudes/behavior
8. self-concept survey

The Career Development Inventory is used to assess work maturity/experience. This inventory assesses attitudes, knowledge, and skills related to career development, vocational maturity, and readiness to make pre-occupational and vocational decisions.

Level II

This level consists of a basic academic skill assessment and assessment of job interests. Topics covered include:

1. Reading
    - Letter identification
    - Word attack
    - Skills and comprehension
2. Mathematics
    - Basic skills
    - Calculation/Applied problems
3. Written Language
    - Dictation
    - Basic writing skills
    - Proofing

The Self Directed Interest Search is used to identify areas of job interest if not satisfactorily identified at Level I. It covers the following categories:

1. Technical/medical
2. Scientific/Theoretical
3. Artistic/Literary/Musical
4. Social Services
5. Clerical/Computational
6. Persuasive/Management

Level III

Level III assessment is specific in regard to attaining the competencies associated with job acquisition skills and includes:

1. Pre-employment skills (interviewing and applications)
2. Attendance and punctuality
3. Resume development

Goal Setting

Following assessment, each youth develops specific goals consistent with his/her Employability Development Plan and assessment profile. Based on the results of the initial assessment, a profile of each youth is developed and initial programming recommendations (i.e., competency objectives, training placement, counseling/education needs, types of referral for basic needs assistance) are made to serve as the beginning steps in the formulation of the youth's individualized Employability Plan.

Goal setting includes long and short-term planning for employment goals, educational goals, competency goals, and personal goals.

Workshops

In order to ensure that youth attain competencies and obtain the knowledge required to complete Try-Out Employment sucessfully, workshops are given in the following areas:

1. Job Acquisition Skills Workshops
   - applications
     - work history
     - references and networking
     - pocket resume
   - resume development
   - job hunt steps
   - interviewing skills
   - job maintenance and advancement
   - work maturity skills
2. Independent Living Skills Workshop
   - overcoming barriers to employment and independent living.
   - money management and budgeting

    - use of resources
    - self responsibility

3. Motivational Workshop
    - setting goals
    - building skills
    - building self image
    - finding and using positive role models

Placement in Try-Out Employment

Each youth who completes assessments and successfully obtains the job acquisition skills (except job maintenance and vocational skills) is placed in Try-Out Employment for a period not to exceed 6 weeks or 250 hours. Each position is in a demand occupation according to current labor market information. Upon successful completion of Try-Out Employment, the employer is required to hire the youth as a permanent employee.

Youth Competency Assessment Strategies

The competencies that are evaluated by the following scale are the job acquisition skill competencies of application completion and interviewing behavior. Each competency is evaluated by considering all the indicators which are essential to the overall performance of the competencies identified. These competencies will be rated on the following 1 - 5 scale.

5 - OUTSTANDING PROFICIENCY: Participant consistently performs above average.

4 - SATISFACTORY PROFICIENCY: Participant consistently performs satisfactorily.

3 - PARTIAL PROFICIENCY: Participant has mastery of some of the tasks associated with this competency

2 - MARGINAL PROFICIENCY: Participant is beginning to learn the basic tasks associated with this competency or has a little ability from past experience.

1 - NO PROFICIENCY:	Participant is entering activity with no relevant prior experience associated with this competency or demonstrates little progress in developing proficiency.

Work maturity and job specific vocational skills competencies are rated on a pass/fail basis by employers.

Job Acquisition Skills Competencies

1. Pre-Employment Skills

- APPLICATIONS: Each Private Sector Try-out participant is required to fill out applications which contain information on the applicant's personal background, work history, education, interests, abilities and skills, and references. Each application is then reviewed and rated on neatness, spelling/grammar, completeness, accuracy and legibility.

  In order to achieve competency, the youth must obtain a level of satisfactory or higher in each of the five areas on at least two applications.

  In order to be considered "passing", each application must be rated/evaluated as satisfactory or above by a member of private industry (or a community representative) and one staff member.

- RESUME DEVELOPMENT: Each Private Sector Try-out participant develops a resume based on a standard format with assistance as needed from the staff. After a review by the coordinator the resumes become part of the permanent client file.

- INTERVIEWING SKILLS: Each participant interviews for a TRY-OUT position. The interview assesses each applicant's ability to perform in the following areas: communication/verbalizing, personal characteristics, and knowledge of the company and job position.

  Each youth must receive a rating of satisfactory or higher in all three areas when interviewed and evaluated by the employer.

2. Work Maturity Skills

   Work Maturity is the "demonstration of the ability to apply skills on the job in a manner that meets employer expectations with regard to basic employee responsibilities." Therefore, each participant is evaluated by his/her TRY-OUT employer in thirteen areas of work maturity.

   Each youth must receive a score of "proficient" in ten of the thirteen work maturity skills as rated by his/her TRY-OUT Employment supervisor. The employer rates the youth every two weeks.

Job Specific Vocational Skills Competencies

Because each Try-out Placement varies widely, specific vocational skills to be obtained are determined by each employer, with the assistance of the Job Developer, when Try-out contracts are developed. The training outline included in the contract specifies the job specific vocational competencies that must be attained and the number of training hours required.

The employer rates the youth as "proficient" or "not proficient" in each job specific vocational skill area, noting the number of hours of completed at the same time he/she rates the youth on work maturity competencies. The youth must attain a score of "proficient" in each of the vocational areas listed by the employer in order to attain the job specific vocational skills competencies.

The following six figures illustrate some of the forms used in the Private Sector Try-Out Program.

Figure Fifty Five

APPLICATION FOR EMPLOYMENT

Fill out this application as completely and carefully as you can. Be sure to print neatly.

PERSONAL DATA — DATE OF APPLICATION ________

Name ______________________________ Social Security Number _____
(Last) (First) (Middle)
Address ______________________________ Phone Number ______________
Date of Birth: ______________________________ ARE YOU A U.S. CITIZEN? ____
Have you ever been convicted of a crime other than minor traffic violations?
____________ If yes, explain ____

WORK PREFERENCE

Position Desired ________________________ Salary Expected ______________
Kind of Work Sought: Full Time ___ Part Time ___ Summer ___ Temporary ___
Date Available __________

EDUCATION (Include all periods of schooling beginning with high school)

Name and Address of High School, College(s) or other schools	Dates of Attendance From Mo	From Yr	To Mo	To Yr	Years Completed	Major Field	Degree/Diploma Received or Expected Degree	Date

ACTIVITIES (School, professional, community, list honors, offices held, etc.)
____
____

SKILLS
List equipment you can use:
____

GENERAL INFORMATION
State any additional information you feel may be helpful to us in considering your application.
____
____

Figure Fifty Six

Employee Performance Evaluation: Interviewing Skills

TRY-OUT EMPLOYMENT
Pre-Employment Competencies

EMPLOYEE: ______________________ COMPANY: ______________________
HIRE DATE: ______________________ REPORT DATE: ______________________ MONITOR ________

COMPETENCY AREAS	RATING SCALE					COMMENTS
Participant has received and satisfactorily completed the pre-employment orientation. Participant has been rated in all areas as follows.	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	INSTRUCTIONS: Comments required for all ratings of PARTIAL PROFICIENCY, MARGINAL PROFICIENCY and NO PROFICIENCY. Please include what the Employee needs to do to improve performance.
COMMUNICATION/VERBALIZING: Sends clear messages and is able to correctly understand the messages of others.						
PERSONAL CHARACTERISTICS: Able to identify and demonstrate positive personal appearance and attitude.						
KNOWLEDGE OF COMPANY AND POSITION. Communicates basic background knowledge of company/program.						

If Employee needs improvement, follow-up will be done on ______________ (date)

This report is based on my observation and knowledge and represents my best judgement of the Employee's performance:

______________________ ______________________ ______________
(signature of Employer/Evaluator) (title) (date)

This report has been discussed with me: ______________________
(Employee signature) (date)

Program Coordinator Initials: ________

Figure Fifty Seven

Pre-Employment Competency Application Checklist

The following checklist is to assist you in rating the Pre-employment Competency Application process. This checklist is a tool to standardize the evaluation process.

The Rating Scale for each area is
5 Yes = Outstanding 4 Yes = Satisfactory 3 Yes = Partial 2 Yes = Marginal, and 1 Yes = No Proficiency

NEATNESS

	YES	NO
1. Is the application clean? (Not dirty, smashed, or folded)	___	___
2. Are words not scratched out?	___	___
3. Is it filled out in pen?	___	___
4. Is the information in the correct space?	___	___
5. Is the signature in cursive?	___	___
Total Yes =	___	

ACCURACY/COMPLETENESS - FOLLOWING DIRECTIONS

	YES	NO
1. Are all 25 questions answered completely?	___	___
Are all 25 questions answered accurately?	___	___
2. Are 19 of the questions answered completely?	___	___
Are 19 of the questions answered accurately?	___	___
3. Are 12 of the questions answered completely?	___	___
Are 12 of the questions answered accurately?	___	___
4. Are 6 or fewer of the questions answered completely?	___	___
Are 6 or fewer of the questions answered accurately?	___	___
5. Did the applicant complete past employers and reference sections completely?	___	___
6. Did applicant complete past employers and reference sections accurately?	___	___
(Divide total score by 1/2) Total Yes	___	

LEGIBILITY

	YES	NO
1. Is the application completed in ink?	___	___
2. Is the printing or cursive writing clear and accurate?	___	___
3. Are the words written on the correct lines?	___	___
4. Is the application completed in all printing or all cursive writing?	___	___
5. Can the application be easily read?	___	___
Total Yes	___	

SPELLING/GRAMMAR

	YES	NO
1. Are 100% of the words spelled correctly?	___	___
2. Are 50% of the words spelled correctly?	___	___
3. Are all of the statements clear and complete?	___	___
4. Are all of the sentences clear and complete?	___	___
5. Is the appropriate punctuation used throughout the application?	___	___
Total Yes	___	

Figure Fifty Eight

Employee Performance Evaluation: Application Process

TRY-OUT EMPLOYMENT
Pre-Employment Competencies

EMPLOYEE: ______________________ COMPANY: ____________________
HIRE DATE: ________________ REPORT DATE: ______________ MONITOR ________

COMPETENCY AREAS: RATING SCALE COMMENTS

Employee has received and satisfactorily completed the pre-employment orientation. Employee has been rated as follows:	OUTSTANDING PROFICIENCY	SATISFACTORY PROFICIENCY	PARTIAL PROFICIENCY	MARGINAL PROFICIENCY	NO PROFICIENCY	INSTRUCTIONS: Please comment on all ratings of PARTIAL, MARGINAL, or NO PROFICIENCY. Please include what the employee needs to do to improve performance. If you have any questions, the Monitor will assist you.
APPLICATION PROCESS: NEATNESS						
ACCURACY/COMPLETENESS						
LEGIBILITY						
SPELLING/GRAMMAR						

If Employee needs improvement, Follow-Up will be done by the Monitor on:

(date)

This report is based upon my observation and knowledge, and represents my best judgement of the Employee's performance:

(Signature of Employer/Evaluator) (Title) (date)

This report has been discussed with me: (Employee Signature) (date)

Monitor Initials: ______________ Program Coordinator Initials: ______________

Figure Fifty Nine

INTERVIEW EVALUATION PROCESS
SCORING SHEET

The following checklist is to assist you in the Participant Performance Evaluation Pre-Employment Competencies Interview Process. This checklist is a tool to standardize the evaluation process. The rating scale for all areas is:

5 yes - Outstanding 4 yes - Satisfactory 3 yes - Partial 2 yes - Marginal, and 1 yes - No

Communication/Verbalizing:

Sends clear messages and was able to correctly understand the messages from others.

	Yes	No
Did the applicant show some enthusiasm and confidence?	___	___
Did the applicant speak slowly, clearly and loudly?	___	___
Did the applicant give relevant answers to questions?	___	___
Did the applicant listen carefully?	___	___
Did the applicant ask any questions?	___	___

Total Yes ___

Personal Characteristics:

Able to identify and demonstrate positive personal appearance and attitude.

Did the applicant show up on time and/or with needed documents?	___	___
Did the applicant shake interviewer's hand and/or smile?	___	___
Did the applicant come alone (without friends)?	___	___
Was the applicant's appearance neat and clean?	___	___
Did the applicant sit up straight and have good eye contact?	___	___

Total Yes ___

Knowledge of/Interest in Company and Position:

Communicates basic background knowledge of company/program.

Did the applicant ask questions about the company/program	___	___
Did the applicant state the skills he/she already possesses?	___	___
Did the applicant state his/her ability to work well with others?	___	___
Did the applicant ask when he/she would start employment?	___	___
Did the applicant show respect for former employers and co-workers?	___	___

Total Yes ___

Figure Sixty

JOB SPECIFIC VOCATIONAL SKILLS

SKILL DEVELOPMENT RECORD

NAME ______________________ JOB TITLE ________________ JOBSITE ___________

TASKS/SKILLS	HRS OF TRAINING	HRS COMPLETED	PROFICIENT	NOT PROFICIENT	SUP. INIT.

PARTICIPANT'S SIGNATURE _______________ SUPERVISOR'S SIGNATURE ____________

DATE _____________ COORDINATOR'S SIGNATURE ____________

References

Center for Employment and Income Studies. (1984). *An introduction to competency-based employment and training programming for youth under the job training partnership act*. Waltham, MA: Brandeis University, The Florence Heller Graduate School.

Coonen, J. M. (1985). *JTPA electronic servicing*. Pewaukee, WI: Waukesha County Technical Institute.

Denver Employment and Training Administration. (October, 1984). *Competencies for private sector tryout for program year 1984*. Denver, CO: City and County of Denver.

Genesee/Shiawassee Employment and Training Administrative Unit. (1984). *On-the-job training/job specific competency and class size training/job specific competency*. Flint, MI: Author.

Hall, B. (1984). *Culinary arts food service training program*. Salt Lake City, UT: Special Vocational Services.

Job Training Partnership Act, P.L. 97, 300, October 13, 1982.

Kansas Task Force on Youth Competency (August, 1984). *JTPA youth employment competency system: A model*. Topeka, KS: Department of Human Resources, Division of Employment, JTPA.

National Association of Private Industry Councils. (1984). *Youth programs and the job training partnership act, developing competency standards: A guide for private industry councils*. Washington, D.C.: Author.

National Governor's Association. *Issues in establishing a system for developing and documenting the acquisition of youth competencies*. Washington, DC: Author.

National Job Training Partnership, Inc. (June, 1984). Development and design of competency systems for JTPA program youth. *Partnership Exchange*, (3).

Pitts, A. (1984). *Washington school automotive training and vocational exploration program*. Racine, WI: Racine Unified School District.

Private Industry Council of Humboldt. (1984). *Humboldt county youth employment competencies*. Eureka, CA: Author.

Private Industry Council of South Florida. (1984). *Materials for developing youth competency systems*. Miami, FL: Author.

Rock Island Tri-County Consortium. (1984). *Competency training, Rock Island Tri-County Consortium*. Rock Island, IL: Author.

Vermont Department of Employment and Training. (May, 1984). *Pre-employment skills competencies for Vermont*. Montpelier, VT: Job Training Office.

Youth Credentials Work Group. (1984). Pre-employment competencies system. Augusta, ME: Fifteen-County Service Delivery Area.

Youth Employment Task Force-Services de La Rasza, Denver Youth Employment Service, Denver Alternative Youth Services, Southwest and Northeast. (1984). Competencies for summer youth employment and training, 1984. Denver, CO: Denver Employment and Training Administration and Denver Private Industry Council.

Section IV

Issues in Pre-Service Preparation

CHAPTER CONTENTS

Chapter 8: Is It Time to Strengthen the Career/Vocational Component of Special Education Teacher Training Programs? 257
Introduction 259
Student Factors 259
Teacher Factors 261
The Value of Formal Vocational Preparation for Special Education Students 262
Results of Specific JTPA-Funded Efforts 263
Summary 264
References 265

Chapter 8

IS IT TIME TO STRENGTHEN THE CAREER/VOCATIONAL COMPONENT OF SPECIAL EDUCATION TEACHER TRAINING PROGRAMS?

by

John Gugerty

The Job Training Partnership Act has spawned a number of new employment and training initiatives across the county. These new ventures may present providers of services to handicapped individuals with opportunities to address and even solve difficult career/vocational preparation issues faced by those they serve.

Unfortunately, new opportunities such as those stemming from JTPA funded programs can be overlooked in the search for solutions to the difficult career/vocational preparation problems faced by many youth and adults with handicaps.

The goal of this chapter is to increase the possibility that special educators will tap the potential benefits of JTPA funded programs for their students. The chapter does this by presenting a rationale for developing and sustaining a strong career/vocational component in every special education teacher training program - a component which includes JTPA.

IS IT TIME TO STRENGTHEN THE CAREER/VOCATIONAL COMPONENT OF SPECIAL EDUCATION TEACHER TRAINING PROGRAMS?

INTRODUCTION

Recently, a great deal of data has been produced which support the need for extensive preservice Special Education teacher training in career/vocational preparation skills. This data can be grouped into two categories: student factors and teacher factors.

STUDENT FACTORS

The key student factor which indicates the need for a strong career/vocational component in special educators' preservice preparation is the high rate of post school unemployment experienced by former special education students.

In Washington, Gill (1984) surveyed 500 former special education students who graduated or left the Pierce County schools during the 1980-83 period. The unemployment rate of the 194 who responded was 48%. Gill (1985) also surveyed the 336 former special education students who graduated or dropped out during 1984. The unemployment rate of the 146 respondants was 45%. Thirty one of the 66 employed respondents worked part time. Also in the state of Washington, Maddox, Edgar and Levine (1984) found that mildly retarded graduates were far less likely to find post school employment (38%) than were learning disabled or behaviorally disordered graduates (64%).

In Nebraska, Schalock and others (1984) studied 108 of 134 former special education students who participated in an in-school effort run by special educators designed to help special education students obtain post school employment. Of the 108 individuals studied, 61% were employed, and 25% were unemployed. Others were not looking for work, in prison, etc. Only 22% of the group were living independently. Their average wage was $2.41.

In Vermont, Hasazi and others (1985) interviewed 301 former special education students. Fifty five percent were in paid jobs. Counting only those in the labor market, 65% were in paid jobs. Thus, depending on whether or not one uses the total group or only those in the labor market, either 45% or 35%

were unemployed. Of the 166 persons with paid employment, 67% worked full time, 33% worked part time. In terms of the entire group studied, the 111 full time workers represented 36.8% of the total.

In Colorado, Mithaug and Horiuchi (1985) followed up 234 former special education students. Sixty nine percent were employed, and 24% were unemployed. Of those employed, 43% earned less than $3 per hour.

Wehman, Kregel and Seyfarth (1985) interviewed 300 parents of mentally retarded young adults in the state of Virginia. Sixty percent of these former special education students were labeled mildly retarded and 40% were considered severely retarded. Their total unemployment rate was 58%. Forty three percent of those labeled mildly retarded were unemployed, while 78% of those labeled moderately/severely retarded were not working. Of those employed, over 70% did not receive fringe benefits from their employers.

In Pittsburgh, Zigmond and Thornton (1986) studied 60 learning disabled former special education students. Fifty three and three tenths percent or 32 individuals were dropouts. For the 28 graduates, 75% were employed or enrolled in training programs, and 25% were unemployed. For the 32 dropouts, 47% were employed or enrolled in training programs, and 53% were unemployed.

A second student factor which points to the need for systematic preservice preparation of special educators in career/vocational skills is the limited or non existant career preparation received by special education students during high school.

A report published in 1982 by the U.S. Department of Education, as quoted in Hippolitus (1984), stated that seven of every ten handicapped students ages 16-21 were getting no career preparation in their school curricula. The converse, that only 3 of 10 handicapped youth between ages 16 and 21 receive employment-related instruction and training, was cited in a 1984 Request-for-Proposals issued by the U.S. Office of Special Education and Rehabilitative Services.

In Oregon, Halpern and Benz (1984) surveyed that state's entire group of special education administrators and special education teachers. One hundred forty three administrators (91%) responded. Three hundred twenty three (89%) of the special education teachers responded. A stratified random sample of parents was also contacted. Fourty five percent, or 279, responded. According to the parents, fewer than 50% of their children actually received instruction in vocational preparation, functional academics, home living skills, and community living skills. Teachers and administrators in more than 90% of Oregon's high schools stated that such instruction was available.

A third student factor of importance is the degree to which post school options are limited for many special education students who complete their high school experience.

Vocational Rehabilitation (VR), the post school option most familiar to special educators, is not an entitlement program. Only individuals who have a disability which poses a handicap to employment and who are judged feasible candidates for rehabilitation are eligible for VR services.

In addition, according to the President's Committee on Employment of the Handicapped (n.d.) each year about 350,000 handicapped youth ages 18-21 leave our nation's special education programs. About 70,000 of them will receive services from state vocational rehabilitation programs.

To illustrate what this means locally, consider Wisconsn's Vocational Rehabilitation case load. As described by Kidder (1984), the average caseload for each counselor at any one time during fiscal year 1985 was 160 individuals. The average "case service money" allocated to each counselor for fiscal year 1985 was $70,000. This was the money that each counselor used in an effort to rehabilitate clients assigned to him or her. Because each counselor actually dealt with up to 250 individuals in a given year's time, the approximate amount of case service money available per client, per year during FY 1985 was a bit over $300 per client. For fiscal year 1984, the precise average case service expenditure per client was $341.79 (Gutknecht, 1985).

It is reasonable to assume that Wisconsin's average caseload per counselor is not greatly different from the average caseloads in other states.

TEACHER FACTORS

In addition to student factors, data on specific teacher factors also point to the need for a strong career/vocational component in special educators' preservice preparation programs. The first of these "teacher factors" is the instructors' limited acquaintance with students' post school options.

In their Oregon study, Halpern and Benz (1984), as cited in Halpern (1985, p. 483), asked questions about links that either do or do not exist between the schools and the community agencies that serve handicapped adults. "Less than 50% of the special education administrators surveyed indicated the presence of even informal agreements with adult service agencies concerning the transition needs of students with disabilities. Only 10% identified the existence of formal agreements. Although 60% of the special education teachers surveyed stated that other agencies had been contacted concerning transition services, only 20% of the parents acknowledged ever receiving such services....Only one third of the districts provided other agencies with census data on the number of graduating students each year, and slightly more than one-third collected follow-up information on their graduates....Teachers and administrators did not often agree on who was responsible for coordinating transition services.... One-third of the special education administrators responding did not believe that transition services were an important concern of school districts."

In Washington, Edgar, Horton, and Maddox (1984) studied special educators and students in three school districts. The researchers also contacted local staff from the postsecondary Developmental Disabilities (DD) agencies whose territory included those school districts. There was complete consensus among both the school and DD agency staff that no formal contacts existed between the two agencies. There were informal contacts between teachers of the severely retarded and DD staff. The researchers also estimated how many special education students ages 16 and above would be eligible for DD services. Of the 194 students estimated to be eligible for DD services, 50% were unknown to the DD agency and staff.

The second teacher factor can be described as limited teacher training in career preparation skills and techniques.

Burton and Buro (1984) surveyed 50 special education teachers in California regarding the type and extent of training they received in providing career education to special education students. Thirty three of the 50 surveyed, or 66%, said that they had no formal training in how to provide career education to special education students.

THE VALUE OF FORMAL VOCATIONAL PREPARATION FOR SPECIAL EDUCATION STUDENTS

The impact of in-school or summer paid work on the post school employment status of special education students was examined by several researchers. For example, Hasazi and others (1985, p. 467) found that in Vermont "those students who held paid part-time or summer jobs were more likely to be employed than those who had not.... It appears that regardless of the student's handicapping condition and gender, students who have paying jobs during high school are more likely to be employed following high school."

In addition, these researchers also reported some interesting findings about work experience programs. As they stated (Hasazi and others, p. 467): "Those students who participated in work experience programs most often associated with special class programs were no more likely to be employed than those students who had not participated in these programs. The majority of work experience programs for handicapped students in Vermont provide career exploration opportunities rather than vocational training.... In Vermont, these career exploration experiences are usually short in duration, subsidized or volunteer in nature, and do not represent the world of real paid employment."

Schalock and others (1984, p. 10) found that "one of the predictor variables that was related statistically to every outcome variable was 'semester hours in vocational programs'. Although these programs vary from school to school, the definite contribution of vocational training to students' successful employment should not be minimized. In addition to focusing on the student competency checklists, vocational curriculum teaching modules, job exploration, and job training, the vocational program should be expanded to incorporate all handicapped students. It is apparent...that the number of hours in vocational programs decreases for the student with mental retardation. Yet the mentally retarded group within the present study did the poorest on all employment related outcome variables. **The large amount of time they spend in the Resource Room...may well be counterproductive.**" (Emphasis added.)

RESULTS OF SPECIFIC JTPA-FUNDED EFFORTS

Section V of this handbook contains summaries of several JTPA funded programs which successfully provided vocational training and/or limited paid employment experiences for youth who are handicapped.

In addition, some JTPA funded programs focused on obtaining permanent post school employment for those they served. For example, during the 1984-85 funding period, Salt Lake City, Utah's Culinary Arts Food Service Training Program placed 39 of the 44 handicapped youth they served (89%) in competitive employment (Baxted & Hall, 1985). During the summer of 1984, Janesville, Wisconsin's "Special Needs" program for handicapped high school graduates placed all 8 participants in permanent employment within 60 days of completion of their summer JTPA funded employment (Thompson, 1984). Both of these programs are described more fully in Section V.

Thus, JTPA funded programs can be the source not only of temporary in-school and summer paid work, but can also be the door to permanent post school employment for special education students.

SUMMARY

Recent research results provide support for the following conclusions:

1. The unemployment rate of former special education students is unacceptably high.
2. The high school curriculum frequently fails to prepare special education students with skills they need to attain employment and personal independence.
3. University based teacher training does not focus strongly enough on career/vocational issues.
4. In-school and paid summer employment have a positive and significant influence on special education students' chances of attaining permanent post school employment.
5. Programs funded through the Job Training Partnership Act can be a source of both in-school and summer time paid employment.
6. JTPA-funded programs can be a source of permanent unsubsidized employment for handicapped individuals.

In short, it is crucial that special education teacher training curricula not only provide a comprehensive, systematic treatment of career/vocational issues, but also include specific information about the Job Training Partnership Act and how it can be used by special educators to help their students prepare for and obtain permanent unsubsidized employment after completing high school.

References

Baxted, L. & Hall, B. (1985). Culinary Arts Food Service Training Program. Summary Report. Salt Lake City, Utah: Special Vocational Services.

Burton, L., & Buro, F. (1984). Is career education really taught? A second look. Academic Therapy, 10(4), 389-395.

Edgar, E., Horton, B., & Maddox, M. (1984). Post school placements: Planning for public school students with developmental disabilities. Journal for Vocational Special Needs Education, 6(2), 15-18, 26.

Gill, D.H. (1984). An employment related followup of former special education students in Pierce County, Washington (1983-84). Tacoma, WA: ESD 121 Pierce Co. Vocational Special Education Cooperative.

Gill, D.H. (1985). An analysis of the consolidation of secondary vocational and special education, 1984-85. Tacoma, WA: ESD 121 Pierce County Vocational/Special Education Cooperative.

Gutknecht, K. (Ed.). (1985). Division of Vocational Rehabilitation 1984 Annual Report. Madison, WI: Division of Vocational Rehabilitation.

Halpern, A.S. (1985). Transition: A look at the foundations. Exceptional Children, 51(6), 479-486.

Halpern, A. & Benz, M. (1984). Toward excellence in secondary special education: A statewide study of Oregon's high school programs for students with mild disabilities. Eugene, OR: University of Oregon, Rehabilitation Research and Training Center and Western Regional resource Center.

Hasazi, S.B., Gordon, L.R., & Roe, C.A. (1985). Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983. Exceptional Children, 51(6), 455-469.

Hippolitus, P. (1984, May 17). President's committee says disabled need better preparation for work. Vocational Training News, 9-10.

Kidder, S. (1984, Oct. 18-19). Post school goals-opportunities for youth upon leaving school: Vocational Rehabilitation. Presented at the Designated Vocational Instruction Conference "New Beginnings", Madison, WI.

Maddox, M., Edgar, E., & Levine, P. (1984). Post school status of graduates of special education. Working paper. Experimental Education Unit, University of Washington, Seattle, WA.

Mithaug, D.E., Horiuchi, C.N., & Fanning, P.N. (1985). A report on the Colorado statewide followup survey of special education students. Exceptional Children, 51(5), 397-404.

President's Committee on Employment of the Handicapped. (n.d.). Action plan for serving handicapped people in JTPA programs. Washington, D.C.: Author.

Schalock, R., Wolzen, B., Ross, I., Feis, P., Werbel, G., & Peterson, K. (1984). Postsecondary community placement of handicapped students: A five year followup analysis. Hastings, NE: Mid-America Mental Retardation Services.

Thompson, N.M. (1984, July). CESA 17 adult special needs. Final report. Janesville, WI: Cooperative Educational Services Agency Two.

U.S. Department of Education, Office of Special Education and Rehabilitative Services. (1984). Application for grants under handicapped children's model program. Washington, D.C.: Author.

Wehman, P., Kregel, J. & Seyfarth, J. (1985). Employment outlook for young adults with mental retardation. Rehabilitation Counseling Bulletin, 29(2), 90-99.

Zigmond, N. & Thornton, H. (1986, March). Adjustment to the world of work for LD young adults. Presented at the 23rd annual conference of the Association for Children and Adults with Learning Disabilities, New York, NY.

Section V

Planning and Program Exhibits

CHAPTER CONTENTS

Chapter 9: State Level Planning 267

Exhibit 1: Governor's Coordination and Special Services Plan 269

Exhibit 2: Governor's Employment and Training Policy . . . 269

Exhibit 3: Job Training Plan Guidelines for Program Year 1984-85 270

Exhibit 4: Performance Outcomes 271

Exhibit 5: Coordination Criteria for Local Job Training Programs PY84 and PY85 273

Chapter 10: Local Level Planning 279

Exhibit 1: SDA Job Training Plan 281

Chapter 11: Programs Serving Secondary School Age Populations 283

Exhibit 1: Computer Skills for the Visually Impaired . . . 285

Exhibit 2: Work-Study Program for Developmentally Handicapped Students 286

Exhibit 3: Workability 286

Exhibit 4: Adult Special Needs 288

Exhibit 5: Student Vocational Placement Services 288

Exhibit 6: JTPA Try-Out Employment Program for Handicapped Youth 291

Exhibit 7: Job Training Partnership Program 292

Exhibit 8: Burner/Chipper Trainee Program 294

Exhibit 9: Merchandising Management Program 295

Exhibit 10: Project H.E.L.P. (Handicapped Employment, Location and Placement) 296

Exhibit 11: Summer Work Assessment Program (S.W.A.P.) for Special Education Youth 299

Continued ►

Chapter 11: (Continued)

Exhibit 12: Bellflower Youth Training Program 305

Exhibit 13: Project SAVE (System of Alternative Vocational Education) 307

Exhibit 14: Columbia 315

Exhibit 15: Culinary Arts Food Service Training 316

Exhibit 16: Youth Alternative Education Program . . . 329

Exhibit 17: Career Exploration for Learning Disabled Students 330

Exhibit 18: In-School Entry Employment Experience . . 331

Exhibit 19: JTPA Work Experience Program 336

Exhibit 20: Harriman Occupational High School Job Training Partnership Act Program 337

Exhibit 21: Employable Skills Development 343

Exhibit 22: Private Industry Council/ Diversified Occupational Training 343

Exhibit 23: In-School Youth Employment Services (ISYES) 345

Exhibit 24: In-School Job Placement Program for Students 347

Exhibit 25: Job Club for Graduating Handicapped Persons 348

Exhibit 26: The Handicapped Student Program 355

Exhibit 27: On-the-Job Training for Students Who Are Handicapped 358

Exhibit 28: Job Connection Program 363

Exhibit 29: Project RISE— Reliability in Student Employment 364

Exhibit 30: Project Workability 368

Exhibit 31: School to Work Transition 371

Exhibit 32: World of Work Program 372

Exhibit 33: School to Work Transition Program for Handicapped Youth 373

Exhibit 34: Food Service Training 374

Exhibit 35: School to Work Transition for Handicapped Youth 375

Continued ►

Chapter 11: (Continued)

Exhibit 36: Washington (School) Automotive Training and Vocational Exploration Program 375

Exhibit 37: Employability Skills Training Program . . . 379

Exhibit 38: Special Education Work Experience Program 382

Exhibit 39: Preparation for Employment Training . . . 387

Exhibit 40: Youth/Adult Cooperative for Individuals Who Are Moderately/Severely Handicapped 396

Exhibit 41: Regional Vocational Transition Project . . . 397

Exhibit 42: Pre-Employment/Employment Skills Training Program 399

Exhibit 43: Project OBTAIN II 401

Exhibit 44: Pre-Employment Model Program for Handicapped Students 405

Exhibit 45: Cannon Valley Education Project 408

Exhibit 46: Pre-Employment Program—Skills Initiatives (PEPSI) 410

Exhibit 47: Dropout Prevention Program through Work Experience 413

Exhibit 48: Occupational Education Summer School . . . 418

Exhibit 49: Summer Youth Employment for the Handicapped 418

Exhibit 50: Youth Special Needs 419

Exhibit 51: Summer Youth Program 420

Exhibit 52: Coupled Program for Handicapped Youth . . 421

Exhibit 53: L'Anse Creuse Summer Youth Program for Handicapped Youth 422

Exhibit 54: Summer Youth Employment Training Program 424

Exhibit 55: Youth Employability Services 431

Exhibit 56: In-School Youth Services and Summer Occupational Awareness Training 432

Exhibit 57: Supportive Training and Employment Maintenance of Handicapped Youth 437

Exhibit 58: Job Training Course 443

Exhibit 59: Lake Mills JTPA Project 445

Continued ►

Chapter 11: (Continued)

Exhibit 60: Community Based Employability Training Project for In-School Youth Who are Moderately and Severely Handicapped 466

Chapter 12: Programs Serving Adult Populations . . . 529

Exhibit 1: Job Specific Skill Training 531

Exhibit 2: Short-Term Training Modules 531

Exhibit 3: Job Preparation Skills, Placement and Follow-up of "Hard-to-Place" Handicapped Persons . . 537

Exhibit 4: Coordinated Training and Job Placement Services for Minneapolis Youth and/or Adults with Learning Disabilities 539

Exhibit 5: Ability and Interest Measurement 544

Exhibit 6: Business Sector Work Experience for Physically Disabled Students in the City University System 545

Chapter 13: Community Based Organization Programs . . 547

Exhibit 1: ARC On-the-Job Training Project I, Association for Retarded Citizens of the United States, Des Moines, IA 549

Exhibit 2: ARC On-the-Job Training Project II 549

Exhibit 3: Project WORTH (Work Opportunities Recruiting Tuscon's Handicapped) . . 550

Exhibit 4: JTPA Work Adjustment Program 553

Exhibit 5: Deaf Self-Help, Inc. 554

Exhibit 6: Denver Youth Employment Service 555

Exhibit 7: Community Based Organization: Title IIA and Title IIB 559

Exhibit 8: Transition for Youth 561

Chapter 14: Vocational Rehabilitation Programs 565

Exhibit 1: Job Readiness for Handicapped Individuals . . 567

Exhibit 2: Cooperative School Program 567

Exhibit 3: Assessment Services 568

Exhibit 4: Job Club Program 569

Continued ►

Chapter 15: Other Federally Funded Programs 585

Employment and Training Projects Funded Directly by the U.S. Department of Education, Office of Special Education and Rehabilitative Services Administration: "Projects with Industry" 587

Exhibit 1: Handicapped Placement Program 587

Exhibit 2: Job Path Project 589

Exhibit 3: Electronics Industries Foundation Project with Industry 590

Exhibit 4: Goodwill Industries of Fort Worth Project with Industry 592

Exhibit 5: On-the-Job Training Project 593

Exhibit 6: Goodwill Industries of America, Inc., Bethesda, MD 597

Exhibit 7: Project LINK 598

Chapter 16: Wagner-Peyser JTPA Coordination 601

Exhibit 1: Governor's Employment Alliance (GEA) . . . 603

Chapter 9

STATE LEVEL PLANNING

Each Governor's Coordination and Special Services Plan crystalizes the employment and training policies to be implemented by programs funded through the Job Training Partnership Act. The State Job Training Coordinating Council plays an active role in specifying the policies contained in this plan. Each Service Delivery Area's local Job Training Plan should implement the policies contained in the Governor's Coordination and Special Services Plan.

The examples presented in this chapter were selected from much larger documents. Statewide performance data are provided for the Wisconsin plan in order to illustrate the tangible impact of that plan's policies regarding service to individuals who are handicapped.

EXHIBIT 1

GOVERNOR'S COORDINATION AND SPECIAL SERVICES PLAN

Scope: State Level

Location: Indiana

Document:
Governor's Coordination and
Special Services Plan,
Program Years 1984 and 1985
(Issued May 15, 1984)

Information Contact:
Indiana Office of Occupational
Development, 150 W. Market St.,
7th Floor, Indianapolis, IN 46204
(317) 232-8513

"Since Indiana Rehabilitation Services offers services similar to those provided under the Job Training Partnership Act and since Indiana Rehabilitation Services has direct access, through local offices, to the rehabilitation network, local job training plans at a minimum shall describe (pp. 11-12):

i. procedures for using Indiana Rehabilitation Services as the agency for certifying the handicapping condition of an applicant applying to receive services under the Job Training Partnership Act. At local discretion, Indiana Rehabilitation Services may be used to certify a handicapped applicant's economic eligibility for Job Training Partnership Act services;

ii. how the local dollars available for services to mutual clients will be used. As a requirement, within each service delivery area, Job Training Partnership Act funds will be used to purchase all vocational skills training and Indiana Rehabilitation Services will fund all other support services stipulated in individual program plans. Vocational skills training should be interpreted to include on-the-job training and exclude work adjustment training in a rehabilitation facility;

iii. a process to insure joint planning by service delivery areas and Indiana Rehabilitation Services staff regarding the development and implementation of individual program plans for mutual clients; and

iv. a process for cross referral of applicants."

EXHIBIT 2

GOVERNOR'S EMPLOYMENT AND TRAINING POLICY

Scope: State Level

Location: Wisconsin

Document:
Governor's Employment and
Training Policy Program Year
1986-87 Mission Statement, Goals,
Objectives, and Coordination Criteria

Information Contact:
Department of Industry, Labor, and
Human Relations, Division of
Employment and Training Policy,
P.O. Box 7972, Madison, WI 53707

Goal 3 - Assure targeting of employment and training services to high-need groups within the eligible populations in accordance with federal laws and regulations.

Objective 1 - Enroll and place in accordance with their incidence in the JTPA-eligible population: females, minorities, handicapped, older workers, AFDC/WEOP eligible persons, and school dropouts.

EXHIBIT 3

JOB TRAINING PLAN GUIDELINES FOR PROGRAM YEAR 1986-87

Scope: State Level

Location: Wisconsin

Document:
JTPA Job Training Plan
Guidelines, 1986-87

Information Contact:
Department of Industry, Labor,
and Human Relations, Division of
Employment and Training Policy,
P.O. Box 7972, Madison, WI 53707

Significant Features

The 1986-87 Job Training Plan Guidelines require a demographic chart to accompany local plans to implement Titles IIA, IIB, and 8% Education Coordination Grant components of the JTPA. The instructions which apply to this demographic chart include the following:

A. Service to Significant Segments
"The Incidence in Population figures are those provided in the Dept. of Industry, Labor and Human Relations Program Planning Information reports issued by the local Job Service Districts. These figures must be used for this column."

"The Planned Service Level figures must reflect, at a minimum, the incidence level for each target group identified with an asterisk. Planned figures may be higher than the minimum without providing justification."

B. Justification
"If planned service levels fall below the incidence level in the population for any required target group, adequate justification must be provided or the plan will not be approved."

Groups identified with an asterisk: females, older workers, minorities, handicapped, school dropouts, and AFDC/WEOP eligible individuals.

EXHIBIT 4

PERFORMANCE OUTCOMES

Scope: State Level

Location: Wisconsin

Document:
Wisconsin Summary of JTPA Performance

Information Contact:
Department of Industry, Labor, and
Human Relations, Division of
Employment and Training Policy,
P.O. Box 7972, Madison, WI 53707

First and Second Quarters, PY 85 (July 1, 1985 - December 31, 1985)

I. JTPA TOTALS Excluding Title IIB

Expenditures	$18,940,068
Participants Served	23,642

SDA Performance

A. PERFORMANCE STANDARDS

	MODEL ADJUSTED PERFORMANCE STANDARDS	ACTUAL PERFORMANCE
Adult		
Entered Employment Rate	55%	78%
Cost Per Entered Employment	$4,537	$2,378
Average Wage at Placement	$ 4.69	$ 4.87
Welfare Entered Employment	48%	70%
Youth*		
Entered Employment Rate	37%	62%
Positive Termination Rate	80%	86%
Cost Per Positive Termination	$3,181	$2,035

Average Weeks of Participation

Adult	19.2
Youth	24.4

*Does not include information from the Milwaukee SDA youth program.

Service to Target Groups (Adult and Youth)*

TARGET GROUP	EQUITABLE SERVICE LEVEL (%)	ENROLLMENTS % OF TOTAL	PLACEMENTS % OF TOTAL	ENROLLMENTS NUMBER	PLACEMENTS NUMBER
TOTAL				18,009	5,554
Adults		56.4%	67.9%	10,150	3,772
Youth		43.6%	32.1%	7,859	1,782
Males		47.1%	50.5%	8,477	2,803
Females	56.4%	52.9%	49.5%	9,531	2,751
Older Indiv.	8.7%	5.0%	4.0%	511	151
Minority	17.5%	22.4%	16.8%	4,028	935
Black		14.3%	10.8%	2,584	600
Hispanic		3.5%	3.2%	625	180
Am. Indian/AN		2.6%	1.9%	462	103
Asian/PI		2.0%	0.9%	357	52
Handicapped	**7.6%**	**19.9%**	**16.8%**	**3,578**	**931**
Dropouts	17.0%	20.1%	19.5%	3,618	1,084
AFDC	13.9%	32.1%	25.5%	5,788	1,415
Public Assist. Recipient	33.2%	44.4%	37.3%	7,999	2,073

Education Coordination and Grants (8%) Program

SERVICE TO TARGET GROUPS (ADULT AND YOUTH)

TARGET GROUP	ENROLLMENTS NUMBER	ENROLLMENTS % OF TOTAL
TOTAL	3,116	
Adult	1,316	42.2%
Youth	1,800	57.8%
Male	1,245	40.0%
Female	1,871	60.0%
Older Indiv.	46	1.5%
White	2,255	72.4%
Minority	861	27.6%
Handicapped	**461**	**14.8%**
Dropouts	723	23.2%
AFDC	1,300	41.7%
Public Assistance Recipients	1,511	48.5%

Performance

Adult	
Entered Employment Rate	46%
Cost per Entered Employment	Not Available
Average Wage at Placement	$5.00
Welfare Entered Employment	37%

---

*These figures represent estimates. Precise figures cannot be calculated due to differences in reporting practices between Milwaukee and the rest of the state.

Youth
Entered Employment Rate 21%
Positive Termination Rate 69.4%
Cost per Positive Terminatation Not Available

Average Weeks of Participation
Adult Not Available
Youth Not Available

Summer Youth*

SERVICE TO TARGET GROUPS (IIB)

TARGET GROUP	EQUITABLE SERVICE LEVEL (%)	ENROLLMENTS % OF TOTAL	PLACEMENTS % OF TOTAL	ENROLLMENTS NUMBER	PLACEMENTS NUMBER
TOTAL				10,604	1,516
Males	--	51.5%	53.4%	5,462	810
Females	56.2	48.5%	46.6%	5,142	706
Minority	17.2	17.8%	8.7%	1,891	132
Black	--	7.4%	3.4%	783	51
Hispanic	--	3.3%	2.4%	354	37
Am. Indian/AN	--	3.6%	1.5%	382	22
Asian/PI	--	3.5%	1.5%	372	22
Handicapped	10.6	28.0%	20.5%	2,967	311
Dropouts	--	7.2%	9.0%	759	136
AFDC	--	27.6%	19.7%	2,926	299
Public Assist. Recipient	--	37.5%	27.3%	3,974	414

*This is cumulative information for the whole summer program from May 1, 1985 - September 30, 1985 (i.e. it includes FY85 and PY85 information). Milwaukee cumulative information was not available for inclusion in this summary.

EXHIBIT 5

COORDINATION CRITERIA FOR LOCAL JOB TRAINING PROGRAMS PY84 AND PY85

Scope: State Level

Location: Illinois

Document:
Governor's Goals and
Objectives for Job Training
and Placement Programs in Illinois
PY 1984 (Draft)

Information Contact:
Illinois Dept. of Commerce and
Community Affairs, Job Training
Programs Division, 620 E. Adams
St., Springfield, IL 62701

GOVERNOR'S GOALS AND OBJECTIVES

The Illinois Job Training Coordinating Council will certify PY84 and PY85 job training plans for their consistency with coordination criteria. Coordination criteria were established prior to the beginning of FY84. These criteria served as guides to assist Service Delivery Areas (SDAs) in developing coordination agreements with local offices of state agencies. For PY84 and PY85, these criteria must be addressed in coordination agreements.

The Department of Commerce and Community Affairs issued planning guidelines for the development of local job training plans pursuant to Sections 104 and 105 of JTPA. Consistent with the coordination criteria, guidelines for PY84 and PY85 require that all Service Delivery Areas have written coordination agreements with local offices of five state agencies: Department of Children and Family Services, Department of Corrections, Illinois Bureau of Employment Security, Department of Rehabilitation Services and Department of Public Aid. Every coordination agreement must include the following objectives:

Program Information Exchange

Objective: To establish program information exchange services on policies, rules, plans and programs with other public and private training-related agencies which will result in local awareness of JTPA.

Criterion: Local training and placement related agencies will actively develop mechanisms for sharing information about their programs. This information will be used to facilitate the integration of the delivery of services to clients without relinquishing individual program goals and requirements.

In addition, plans will provide:

a. the listing of a staff position(s) responsible for interagency coordination;

b. evidence of an interagency communication system (this sytem may be in the form of an in-service training on the programs provided by all job training agencies in the SDA and mailings of publications or brochures to be distributed within the SDA);

c. an inventory of all training-related services provided within the SDA, procedures for ensuring adequate interagency communication, and the mechanisms for disseminating information about services available;

d. a procedure to market training services to ensure that employers and clients are aware of all the services available to them; and,

e. quarterly meetings between the staffs of organizations providing services to common clients for the purpose of determining the most effective methods for serving clients.

Report and Record Sharing

Objective: In order to streamline administrative record search and maintenance requirements and to provide accurate State and Federal reports, agencies should share existing aggregate participant data reports and exchange individual participant records, as needed, between State supported systems.

Criterion: State supported training agencies will provide that aggregate report and participant record sharing arrangements are made between local offices. SDAs will adhere to any report and record sharing activities developed by the State for agencies serving the same client groups. In addition the SDAs will describe the following information in their plans:

a. the methods for sharing relevant Management Information System (MIS) reports with appropriate local agencies;

b. the frequency of distributing the report;

c. an explanation of the methods for obtaining the release of information on participants;

d. the individual information elements to be exchanged, including program status certification and performance results; and,

e. identification of those agencies with which information will be exchanged within the SDA.

Coordination, Integration, and Nonduplication of Supportive Services

Objective: In order to avoid duplication, obtain the most appropriate supportive services for participants, and provide for coordinated efforts, the JTPA administrative entity in a Service Delivery Area shall have in place coordination agreements with appropriate private and public agencies offering supportive services. Such coordination agreements may be financial, non-financial, or a combination of both.

Criterion: JTPA participants' supportive service needs are met through public and private sources for such services to the greatest extent possible.

Each SDA will develop a comprehensive supportive service plan that addresses, incorporates, and adheres to the above State responsibilities, and, in addition, will:

a. inventory all agencies providing major supportive services in an SDA area and determine the most appropriate source based on the needs of participants, reasonable cost, and applicable Federal/State laws, policies and regulations;

b. participate on an interagency coordination council or arrange to meet with other agencies periodically to address supportive services concerns;

c. establish and have in place a coordination agreement with relevant public and/or private agencies providing supportive services in the SDA area by April 1984.

d. ensure that adequate systems and procedures are in place to provide for accountability; and,

e. develop a comprehensive supportive services plan and review it on an as needed basis, or minimally on an annual basis.

Referral Procedure

Objective: To devise procedures that ensure that all participants who are identified and can benefit by referral are referred for service to the appropriate employment and training or related agency.

Criterion: Participant referral procedures shall operate between all State-supported training agencies serving the same client SDAs will adhere to any general referral procedures developed by the State for agencies serving the same client groups. In addition, they will adopt a referral plan that is consistent with local needs and that includes the following:

a. an inventory of all agencies providing services to individuals referred to and from the JTPA administrative agent;

b. provisions for inclusion of interagency referral procedures in any coordination agreements;

c. provisions for joint training among appropriate staff working in various programs so each can become aware of different agency programs, emphases, and offerings;

d. a legal, standard release form to identify what services the participant has received from other agencies; and,

e. provisions for follow-up on referral to agencies.

ES/CEO/PIC Planning

Objective: To ensure that Employment Services (ES) offices develop plans jointly with Chief Elected Officials and Private Industry Councils within the SDA consistent with the Governor's Coordination and Special Services Plan and any State DCCA-Bureau of Employment Security (BES) agreement.

Criterion: The ES office shall jointly plan ES services with Chief Elected Officials and Private Industry Councils.

a. Local Employment Services offices, Chief Elected Officials, and Private Industry Councils or their representatives will meet to develop employment service plans unique to the specific SDA. Such plans may include provisions for cooperative employer outreach, cooperative job testing and counseling, job search services, job referral and placement services, recruitment and special technical services for employers, sharing of occupational and labor market information, unemployment insurance, information on work test eligibility and coverage, and other labor exchange services.

b. The cooperative ES/CEO/PIC planning process shall maximize available resources in a cost effective manner, take into account the prior experience of existing service providers, eliminate duplication of effort and generally minimize practices and policies which could lead to redundant and parallel service delivery mechanisms.

Copies of any other coordination agreements with public and private agencies which serve common clients and provide services must also be attached. A description of other activities that demonstrate coordination of programs and services in addition to written agreements must be explained.

Chapter 10

LOCAL LEVEL PLANNING

Each Private Industry Council must develop a Job Training Plan which specifies what JTPA funded programs will be implemented in that Service Delivery Area. This Job Training Plan is the key policy document which shapes the type, scope and sequence of services provided through the JTPA. This document is also the key blueprint which outlines which groups, and how many of each, will receive these services.

The example provided in this chapter illustrates how a Job Training Plan can be designed to ensure that individuals who are handicapped receive equitable services from JTPA funded programs.

A summary of that SDA's 1983-84 performance outcomes is included along with a description of other factors which contributed to the successful implementation of JTPA services for individuals who are handicapped.

The reader should note that the entire plan from this SDA is over 100 pages long. Typically, a local Job Training Plan is quite lengthy and comprehensive.

EXHIBIT 1

SDA JOB TRAINING PLAN

Scope: Local Level

Location: Wisconsin

Documents:
1984-85 Job Training Plan and summary letters from PIC's executive director dated 3/30/84 and 1/31/85

Information Contact:
Richard J. Best, Ex. Dir., West Central WI Private Industry Council, P.O. Box 248, Menomonie, WI 54751

1985-86 Job Training Plan

Job Training Plan (1985-86) Goal 1: Employment and training services will be targeted toward high-need groups within the eligible population.

Goal 3, Objective B: Coordination agreements covering planning, referral and coordination of financial and other resources were negotiated with the following organizations by July 1, 1984:

Job Service, County Social and Human Services, Division of Vocational Rehabilitation, Division of Corrections, a minimum of one business organization in each county, the local labor council, area vocational technical and adult education districts, local education agencies, appropriate University of Wisconsin System affiliates, older worker programs, and community based organizations.

Goal 3, Objective C: By June 30, 1985, procedures will be implemented to share information with related programs regarding joint clients to maximize resources and avoid duplication of payment.

Background Information

The PIC staff is oriented towards the needs of individuals who are handicapped. Several members have vocational rehabilitation backgrounds, including the Executive Director. There is also have a very active vocational rehabilitation representative on the Private Industry Council.

The PIC has targeted services to the handicapped population equal to their incidence in the JTPA eligible population (8.1%). However, experience has shown that the JTPA funded programs will serve a much higher proportion of handicapped individuals.

Actual levels of enrollment and placement of handicapped individuals for the nine month transition period (1983-84) were 22% and 20% respectively. For the first six months of Program Year 1984 (July 1 - December 31, 1984), 30% of the enrollees and 28% of the placements were handicapped individuals.

The PIC is concentrating heavily on providing entry employment and youth tryout employment to handicapped youth. This population can significantly benefit from gaining meaningful work experience. These programs are operated directly by the Private Industry Council. The PIC is sponsoring a specialized program for severely disabled youth at the Career Development Center in Eau Claire. This program, which began as a part of the previous year's summer youth program, allows youth to obtain vocational training and work experience. Students are given release time from school to attend.

PIC staff are working with the Division of Vocational Rehabilitation to identify students for whom both agencies can combine services to prepare them for employment.

In regard to youth competencies, the PIC took a very individualized approach. The PIC has also adopted the basic competencies identified by the Department of Public Instruction and Governor's Employment and Training office, with some revisions based on their own survey of 300 employers. Attainment of competencies, however, is based on individual needs as defined by an Individualized Training Plan. Deficiencies are identified and an individualized strategy developed. Success is measured against the outcomes identified in the plan.

Chapter 11

PROGRAMS SERVING SECONDARY SCHOOL AGE POPULATIONS

A large proportion of the SDA forty percent Title IIA and IIB youth monies is being used at the secondary level to serve youth in the 14-21 year old age bracket. A major share of the Eight Percent Education Coordination grants is also being used at the secondary level JTPA programs which serve handicapped youth. This includes youth with mental, learning, emotional, hearing, visual and physical disabilities. The JTPA programs in this chapter represent a broad range of uses of SDA Title IIA, IIB and Education Coordination grant funds and combinations of funds.

The program format is designed to help the reader obtain sufficient information to replicate the program in his or her local area. Information contacts are provided for those who wish to obtain further information on a particular project. Performance outcomes are provided (in most instances) to show the success of the program in meeting the employment and training needs of handicapped youth. Information on the focus of the programs and the specific types of handicapped youth being served is provided.

Details on program contents are provided in the significant features section. These include goals and objectives, curriculum content, student activities, collaboration efforts and agreements and the partnerships between education and business.

EXHIBIT 1

COMPUTER SKILLS FOR THE VISUALLY IMPAIRED

Scope: State School for the Blind

Funding Source:
Title IIA Education
Coordination Grants

Focus:
advanced learning in computer technology, vocational exploration, job placement, counseling and assessment

Participants:
visually impaired youth
10 individuals to be served; ages 16 to 21

Performance Outcomes:
83.3 percent positive termination
Cost per student $2670

Location: Georgia

Grant Recipient:
Georgia Academy for the Blind,
2895 Vineville Ave., Macon, GA
31204

Information Contact:
Ms. Faye Mullis, Education
Supervisor, Georgia Academy for
the Blind, 2895 Vineville Ave.,
Macon, GA

Significant Features

Students enrolled in the program are provided with classroom instruction in computer operations and occupations. The program offers three distinct components: 1) computer awareness; 2) computer interaction; and 3) computer programming skills. The guidance counselor, vocational and academic education supervisors and the business education instructor schedule students for the program. Staff base selection of students for the program on which high school students are seeking a high school diploma as well as formal assessment results. Computer science consultants offer instruction three hours per day, five days a week, for five months. Faculty at the Georgia Academy for the Blind receive in-service training from a computer science consultant for ten hours a month for five months. A consulting psychologist provides counseling to students and student evaluations at the rate of eight hours a month for five months. Objectives of the counseling and evaluation process include student identification of realistic career options in the field of computer science. The program links with the Department of Human Resources, Division of Rehabilitation Services for placement of students in on-the-job training after completion of the program. Integration with other types of agencies and institutions within the Georgia Service Delivery Areas includes local vocational technical schools throughout the state offering post-high school computer training. Student progress is evaluated according to specific mastery criteria stated in each student's individualized Educational Program. The school in cooperation with the PIC developed competency standards related to computer awareness skills which students must achieve at the rate of 85% accuracy to be recommended for on-the-job training.

EXHIBIT 2

WORK-STUDY PROGRAM FOR DEVELOPMENTALLY HANDICAPPED STUDENTS

Scope: Local Level

Location: Ohio

Funding Source:
SDA Title IIA, local school district

Grant Recipient:
Bloom Local School District

Information Contact:
J. Paul White, Principal, Bloom
Local High School, Tripp St.,
P.O. Box 237, South Webster, OH
45682

Focus:
work-study, work experience in school-based business venture, and life skill development

Participants:
students with developmental handicaps and learning disabilities

Performance Outcomes: Students returning 4
Students graduating 3

Significant Features

This project through the creation of business ventures provides students with the opportunity to work and produce in an actual on-the-job experience. The work site is an unused building that students and teachers converted into a production plant. Senior students attend one period of work related classes at the high school and spend the remainder of the day at the work site while juniors attend three academic classes in the morning and one-half day is spent at the work site. This work training program covers on-site work experience, job development, work attitudes, life skills and remedial education. The JTPA monies provide for rent of the production plant building as well as fees paid to two trainers. The trainers' responsibilities include setting up the job training stations, organizing resource persons to address the class, and marketing products produced through the training program.

EXHIBIT 3

WORKABILITY

Scope: Local Level

Location: California

Funding Sources:
SDA Title IIA, 8% Coordination Grants, Special Education, Vocational Rehabilitation

Grant Recipient:
Calaveras Co. Office of Ed.

Information Contact:
John Brophy, Dir. of Special Ed.,
Calaveras Co. Office of Education,
373 S. Main St., Box 760,
Altaville, CA 95221

Focus:
job readiness skills, work experience

Participants:

sixty handicapped students ages 16-21, thirty of whom are JTPA participants

Performance Outcomes:	Total served, 1983-84	70
	Positive terminations	65
	Entered employment	32
	JTPA portion	
	Total served	25
	Positive terminations	25
	Entered employment	15

JTPA participant cost per entered employment $1,333

Significant Features

These students are currently enrolled in Special Day Classes or Resource Specialist Placements with current Individualized Education Programs that contain career/vocational education goals and objectives. Since the students, are handicapped, they all qualify as family of one units for funding considerations.

Under certificated supervision, special Education/Vocational Education Technicians at each high school provide assessment of the participants, career counseling, job search/ development activities, and supervision at the training site that is mutually agreeable to both the owner/trainer and the Workability technician.

Technicians monitor progress and, in conjunction with the business owner/ trainer and student, develop written training goals, objectives and training schedules. The goals are reviewed and approved by the student's parents. The IEP goals and training goals/objectives developed for each student serve as the project's youth employment competencies. The technician collects and verifies the accuracy of time cards used to determine the amount of each student's wages. The length of job site training can be up to 20 weeks, for up to 4 hours a day for graduating seniors and two hours a day for non-seniors.

The training occurs in a combination of classroom setting and private job site(s). Some students spend their entire training time at one site while others rotate through two or more sites to help define their interests and abilities. Skills learned are individualized, and include learning to:

a) maintain their social security number
b) fill out neat, accurate job applications
c) relate to management and fellow workers in an appropriate manner
d) ask questions when they do not understand directions or a task to be completed
e) notify an employer whenever they may be absent from the job
f) open and maintain a savings account
g) request and maintain letters of recommendation
h) plan and maintain a budget process based on their earnings
i) achieve other job related goals to be specified in the training plan and individualized education program.

EXHIBIT 4

ADULT SPECIAL NEEDS

Scope: Local Level

Location: Wisconsin

Funding Source:
SDA Title IIA

Grant Recipient:
Cooperative Educational Services
Services Agency #2

Focus:
classroom, skill training,
OJT, Job Placement

Information Contact:
Norma M. Thompson, CESA #2, 4243 E.
Rotamer Rd., Janesville, WI 53545

Participants:
developmentally disabled youth
and adults ages 18 and above

Performance Outcomes: The 1983-84 performance contract served 40 developmentally disabled adults

Selected Performance Requirements	1983-84 Achievement
Develop 24 unsubsidized job opportunities	38 (158% of goal)
Place no fewer than 18 participants in employment	30 (167% of goal)

Training Services Provided

Job Club - 93% of participants
Vocational Internship - 13%
Skill Training Program - 20%
On-the-Job Training - 47%
Unsubsidized Employment - 73%

Contracted Cost per Placement: $2,263

Significant Features

This program, a performance based contract, has been funded through June 30, 1986. It is a multifaceted approach to providing training to eligible handicapped participants 18 years and older. Program components include: classroom training, work adjustment, vocational internship, on-the-job training, and job placement activities. The competency based training approach uses the McKnight Career Publication entitled Individualized Related Instruction for Succeeding in the World of Work by G. Kimbrell and B.S. Vineyard, among many other resources.

EXHIBIT 5

STUDENT VOCATIONAL PLACEMENT SERVICES

Scope: Local Level

Location: California

Funding Source:
Local School District,
SDA Title IIA

Focus:
pre-employment skills
training and job placement

Participants:
35 special education students
ages 16-21

Grant Recipient:
Yuba County Schools Office

Information Contact:
Audrey Pearson, Vocational Skills
Technician, County of Yuba, Special
Education Vocational Center, 938
Fourteenth St., Marysville, CA
95901-4198

Significant Features

The project employs a Vocational Skills Technician and a Job Developer who provide the following services:

1. job counseling for students and parents of students enrolled in special education programs in order to develop realistic vocational goals and expectations as well as assisting in promotion of student awareness of training activities

2. job placement services for students enrolled in special education programs of Yuba County through job development and followup, job counseling and monitoring with both student-client and employer.

A key feature of this project is coordination of activities with another JTPA project operated by the Sutter County Schools Office for secondary age special education students enrolled in special day classes, as well as coordination with the resource specialist programs operated by the Yuba County Special Education Local Planning Area (SELPA). The latter coordination effort helps assure that participants receive necessary pre-employment skills training.

A major goal is to have as many students as possible experience competitive employment during their school days to maximize their opportunity for successful employment after leaving school. These employment experiences include tryout employment, and unsubsidized part-time/full-time employment.

The Pre-employment Skills Training portion of the project content includes the following:

I. Assessment

   A. Phoenix Assessment Survey System - assessment of natural physical strengths and abilities needed to be competitive in the job market.

   B. Work Interest Inventory - taken from the Janus Job Planner

   C. Employability Development Plan

II. Job Search Skills

    A. How do you find a job?

    B. When to look for a job?

    C. Contacting employers

    D. The letter of application

III. The Application Form

    A. Application Vocabulary

    B. The Resume/Personal Data Sheet

    C. The Career Passport

IV. The Interview

    A. What employers want to know

    B. Interview preparation

        1. Grooming
        2. Communication skills (verbal/body language)

    C. The Interview

        1. Do's and don'ts of interview situations
        2. The "Dirty Thirty" - questions most commonly asked by employers

    D. Interview followup

        1. Return visit to employer/interviewer
        2. Thank you letter

V. Job Retention Skills

    A. Reasons why people are not hired

    B. Making a good impression

        1. Grooming checklist
        2. Positive/negative attitudes

    C. Using the employer's time fairly

    D. Job survival skills

A pre-vocational/vocational curriculum for students with severe handicaps was also developed.

EXHIBIT 6

JTPA TRY-OUT EMPLOYMENT PROGRAM FOR HANDICAPPED YOUTH

Scope: Local Level

Location: Pennsylvania

Funding Source:
SDA Title IIA

Grant Recipient:
Clarion Manor Intermediate Unit 6

Focus:
Employment skills assessment, try-out employment, employment counseling, employability skills, job seeking and job keeping skills, youth employment competencies

Participants:
15 youth ages 16-21 who are mildly to moderately handicapped

Information Contact:
Larry J. Horning, JTPA Youth Coordinator, North Central Pennsylvania Regional Planning and Development Commission, 651 Montmorenci Ave., P.O. Box 488, Ridgway, PA 15853
or
Tim Sherick, Instructor/Coordinator, DuBois Area High School, Orient Avenue, Dubois, PA 15801

Performance Outcomes:

	Proposed Figures
Total participants, 9/1/84 - 6/30/84	15 youth
Entered employment rate	33%
Positive termination rate	80%
Cost per positive termination	$3,897
Cost per total participants	$3,118

Significant Features

This try-out employment program provides handicapped youth with actual on-the-job experience for no more than two hours per week, for 25 weeks. Salaries and transportation are provided for program participants. There are four program sites. Beyond the two hours spent in the try-out employment position, participants spend the remainder of their school days in academic and entry level occupational skills training. The try-out employment goals for each student coincide with the goals listed in their IEP. Youth receive comprehensive evaluation of their employment skills. Student time spent in the employment setting includes one-on-one employment counseling, feedback to classroom teachers, employer support, and job search training. Each participant is evaluated individually. At the end of the try-out employment period, a post-test is administered. Once the information is complete, further vocational planning and updating of the students IEP takes place. Options available to the student upon completion of the try-out experience include:

1. permanent employment if offered by participating employers;

2. further entry level skills training at either the Jefferson County Vocational Technical School or in a subsequent on-the-job training program; and

3. specific vocational training at the Jefferson County Vocational Technical School or in specific on-the-job training.

EXHIBIT 7

JOB TRAINING PARTNERSHIP PROGRAM

Scope: Local Level

Funding Source:
SDA Title IIA

Focus:
Pre-employment training and job placement

Participants:
230 youth ages 16-21, 35-40% of whom are handicapped, with the majority of those being learning disabled or emotionally impaired.

Location: Michigan

Grant Recipient:
Genesee Intermediate School District

Information Contact:
Donna Bowers, Job Training Coordinator, Genesee Intermediate School District, 2413 W. Maple Ave.
Flint, MI 48507

Significant Features

The Genesee Intermediate School District received two contracts from the Genesee/Shiawassee Employment and Training Administrative Unit for the 1984-85 program year. The performance based contract was for $444,289. The reimbursement contract was for $37,410.

Under the performance-based contract, the school district provides the following services to JTPA participants:

1. pre-employability skills training
2. entry employment experience
3. education for employment
4. vocational classroom training
5. self-directed job search

Through the reimbursement contract, the school district will conduct a limited work-experience program. The basic skills component and limited work-experience component are designed specifically for handicapped students.

Prior to enrollment in a training component, participants will go through initial assessment and Employability Plan development. During initial assessment, participants will be given the "Vocational Interest Inventory" and "Worker Attitude Assessment" from the System for Assessment and Group Evaluation (SAGE) assessment program. All special education students and any other students referred by their job training specialist will be given the "Vocational Aptitude Battery" of the SAGE program. This battery assesses eleven specific aptitudes: general, verbal, numerical, spatial, form perception, clerical perception, motor coordination, finger dexterity, manual dexterity, eye-hand-foot coordination and color discrimination. Participants are also given either the Pre-Employability Skills Pre-Test or the California Achievement Test. Based on the results of this initial assessment, an EDP is developed for each participant.

Specific components of this program are described as follows.

Pre-Employability Skills. The pre-employability skills classes consist of a minimum of ten hours of classroom instruction in the areas of job identification, completion of applications, development of resumes, and interviewing skills/techniques. Students are pre and post-tested. Delivery is through lecture, audio-visuals, handouts, and guest lecturers. Students will be certified competent in this area when they pass the post test with a 90% accuracy level in the areas of applications, resumes and interviewing. It is estimated that approximately 100 students will complete this component.

Entry Employment Experience. This is the tryout employment program. Tryout employment is conducted for the purpose of allowing an employer to evaluate the youth's performance on the job. Prior to enrollment in this area, participants must be competent in pre-employability skills. The participant may remain in the training position for up to 250 hours. During this time the participant receives compensation in lieu of wages, paid by the school district. Following successful completion of this training experience, the employer is expected to retain the individual. The school district expects to place 65 participants in this component.

Education for Employment. This provides basic skills (reading, math and writing) to participants who score below the sixth grade level on a standardized achievement test. Participants meet with an academic tutor on a regular basis to improve their skills in these areas. The length of time the participant is involved with the tutor depends on the recommendations of this certified instructor. Successful completion is defined as a post-test score on an achievement test at or above 6th grade level or at an educational level commensurate with his/her occupational goal.

Vocational Classroom Training. This is available to about 40 participants through a subcontract with the Genesee Area Skill Center or other local educational agencies. Special classes are established for JTPA participants in one or more of the skill training areas approved by the PIC: allied clerical operations, food service, allied health occupations, electrical/mechanical technician or sales. These classes will be conducted for approximately three months.

Self-Directed Job Search. The school district will use the "Job Network" curriculum designed by the firm of Rosevear and Kahn. This curriculum has been used with previous CETA and JTPA job clubs with a 65-90% placement rate. However, because of the more limited time that full time high school students will have available, revisions to the basic design will be required.

Participants in this component will be "job ready" and/or will have to be competent in pre-employability skills. The concept of self-directed job search approaches the pursuit of a job as a highly structured activity with specific daily and weekly assignments. The training specialist works closely with each group of students involved in this activity.

Limited Work Experience. Sixteen of the 40 participants in the basic skills component will be concurrently enrolled in the limited work-experience component. In this program, participants may work in a public sector work-experience position for up to six months. The school district has designed this program to enroll handicapped students who would have the most difficulty being enrolled in the private sector. This component will allow the participant to obtain some work-experience in a more sheltered environment than the private sector.

Placement. The performance-based contract between the school district and the Genesee/Shiawassee Employment and Training Administrative Unit requires 50 participants to enter employment. This is an entered employment rate of 22%. This contracts to a perfomrance standard rate for entered employment for the SDA of 17.5%.

EXHIBIT 8

BURNER/CHIPPER TRAINEE PROGRAM

Scope: Local Level

Location: Florida

Funding Source:
School District, SDA
Title IIA

Grant Recipient:
School district of Escambia County

Information Contact:
Diana Page, DOT Coordinator,
Judy Andrews Center, School for
Exceptional Student Education,
129 N. Merritt St., Pensacola,
FL 32507

Focus:
employment training

Participants:
special education students enrolled at the Judy Andrews Center

Significant Features

Judy Andrews Center is offering a special two phase training program to work as a Burner/Chipper.

A. Phase I - 6 weeks of training

- Participants will be trained to be burner/chippers.
- Training will be held at Pensacola High School from 2:00 p.m. to 5:00 p.m., beginning April 23, 1984 and ending June 1, 1984..
- Transportation will be provided from Judy Andrews to Pensacola High School but not from Pensacola High School to participant's home.
- No academic credit will be awarded.
- There is no fee to students for this training.

B. Phase II

- During Phase II participants will attend school part time and work approximately 25 hours per week.
- Participants will be paid no less than $3.35 per hour.

Qualifications

Students . . .

1. must be exceptional education students
2. must be 16 years of age
3. must meet criteria for family income per federal guidelines as outlined by JTPA
4. must have completed successfully an on-the-job training experience, or work experience
5. are responsible for their own transportation from PHS to their home.

Followup Evaluation: As of 3/1/85, three of the original students are currently working.

EXHIBIT 9

MERCHANDIZING MANAGEMENT PROGRAM

Scope: Local Level

Funding Source:
School District, Pepsi-Cola, SDA Title IIA

Focus:
employment training

Participants:
five special education students

Location: Florida

Grant Recipient:
School District of Escambia County

Information Contact:
Diana Page, DOT Coordinator, Judy Andrews Center, School for Exceptional Student Education,
129 N. Merritt St., Pensacola, FL
32507

Performance Outcomes: Five students participated in the program, and five are still working one year later.

Significant Features

Exceptional students are trained to be helpers who work with the Pepsi-Cola route salesmen.

Fourteen training days are required. Students are taught/supervised on an individual basis by Salesmen/supervisors.

Training Schedule

1st week: Instruction time (5 students & 5 instructors)

Monday	3 hours
Tuesday	3 hours
Wednesday	3 hours
Thursday	3 hours
Friday	3 hours
Saturday	10-12 hours
Sunday	10-12 hours
	35-39 total hours/per student & instructor

2nd week: same as above

Instructional Objectives

To bring up backroom stock and merchandise it in a corporate/organizational setting.

1. Identify and set up different brand sets
2. Learn corporate policy & sales presentations
3. Learn proper maintainence of inventory and the needs of individual stores
4. Learn and build appropriate sales promotions for each store
5. Maintain proper merchandising for a cold vault
6. Learn how to order and stock products from main plant

The Private Industry Council reimburses Pepsi for uniforms ($35.50 ea.) and for instructional time.

EXHIBIT 10

PROJECT HELP (HANDICAPPED EMPLOYMENT, LOCATION AND PLACEMENT)

Scope: Local Level

Funding Source:
SDA Title IIA

Focus:
job search skills

Participants:
25 handicapped students, ages 16-21. Priority was given to those about to graduate but not going on for full time formal education

Location: New Jersey

Grant Recipient:
Northwest Bergen Council for Special Education

Information Contact:
Barbara Davis, Coordinator of Grant Programs, Northwest Bergen Council for Special Education,
P.O. Box 12, Allendale, NJ 07401

Significant Features

The major goal of Project H.E.L.P. is to place classified handicapped students who are approaching high school graduation or age 21 and will no longer be served in the public schools, in part-time jobs that will lead to full-time employment. Priority was given to economically disadvantaged handicapped students who graduated in June, 1984 and would not be going on for full-time formal education.

Past pre-vocational assessments and skill training participation were taken into consideration. Interest and aptitude assessments were administered to match student with appropriate employer within the constraints of local employment opportunities.

Major program objectives:

Objective 1: To place classified students in part-time jobs that would lead to full-time employment from skill training programs and through employee apprenticeships.

Objective 2: To provide small group and one-on-one instruction in job search skills, on-the-job worker skills, coping techniques and support services.

Objective 3: To locate employers at private work-sites for apprenticeships for handicapped students leading to full time summer or post-graduation employment.

Objective 4: To provide the specific kinds of support handicapped students need for successful employment experiences ie. social skills with regard to fellow employees, employee/employer coping skills, problem solving and independent worker skills.

Objective 5: To work with both student and employer on job sites to create an atmosphere of cooperation and success before problems arise and to trouble-shoot when problems do arise.

Methodology

1) Project H.E.L.P. used an open entry/open exit approach. Students were allowed to enter PROJECT H.E.L.P. at any point during the school year until a total of 25 students were being served. Students were allowed to exit should the objectives of PROJECT H.E.L.P. not meet their needs at that particular time.

2) A student may participate in PROJECT H.E.L.P. for a total of twenty (20) weeks.

   Clients may be referred by child study teams, principals, guidance counselors or other school personnel to the Coordinator of Grant Programs or the Instructor/Supervisor.

Referrals must be confirmed as classified handicapped students through the students' referring child study team.

3) Hours of operation — 7 1/2 hrs/day
Number of hours per week of training — 37 1/2 hrs/week
Number of total hours per student — variable

4) Course curricula were developed with the Instructor/Supervisor and will basically be individualized instruction taking into consideration the student's handicapping condition.

Special Program Elements

The population served by PROJECT H.E.L.P. were classified handicapped students, enrolled in a public school program, full-time. The Instructor/Supervisor met with students during their free periods, study periods and after school, in small groups or one-on-one to provide training in job search skills, training skills where appropriate, on-the-job worker skills including social and problem-solving skills. The student, with the close supervision and assistance of the Instructor/Supervisor, worked to obtain employment on a part-time basis.

The Instructor/Supervisor worked with each student's present teachers, child study team and other school personnel, and used the information about the student to develop appropriate training techniques, but more importantly worked directly with the employer and student in job orientation, training and coping strategies.

The Instructor/Supervisor role included training, teaching, counseling, and problem-solving with the ultimate goal of helping each student locate part-time employment, retain that employment and ideally turn that part-time employment into full-time employment.

Five of the eleven districts making up the Northwest Bergen Council for Special education are high school districts. Classified handicapped students, ages 16-21, presently unemployed were invited to participate in PROJECT H.E.L.P. The Instructor/Supervisor met with each participant on a weekly basis or more often if needed; met with employers regularly, and perused local employment opportunities and potential employment sites.

Following classroom instruction participants may be placed at community work sites corresponding to their interests. Employers would be contacted periodically to monitor the students work progress and to be offered assistance, if needed, in on-the-job training of the student.

A curriculum of competencies consisting of various vocational skills were followed and the Private Industry Council awarded certificates of achievement to the participant for each competency reached.

The Competencies include such skills as:

___ Socialization Skills
- Interaction with employers and coworkers
- Self knowledge

___ Job Search Techniques
- Employment applications
- Interviewing skills
- Telephone technique
- Resume' writing
- Resource gathering

___ Career Development Skills
- Exploration of possible employment areas

___ Work Behaviors
- Work Conduct
- Dealing with problems

___ Work Habits
- Attendance
- Punctuality
- Proper Grooming

Program Goals

Total Served (per program/course)	25 per program
% Complete Training	90%
% Placed into Unsubsidized Employment, (training related)	75%
Number Placed	18
Average Starting Salary (weekly upon completion)	minimum wage
Average Wage (one yr. after placement)	minimum wage plus

Anticipated Cost Per Participant	$540
Anticipated Cost Per Placement (@ 75% placed into training related unsubsidized employment)	$750

EXHIBIT 11

SUMMER WORK ASSESSMENT PROGRAM (S.W.A.P.) FOR SPECIAL EDUCATION YOUTH

Scope: Local level

Funding Source:
SDA Title IIB

Focus:
Summer work experience

Participants:
special education students with learning disabilities, mental retardation (educable and trainable) and hearing impairments

Location: Michigan

Grant Recipient:
Eastern Upper Peninsula School District

Information Contact:
Jay R. Leach, Asst. to the Superintendent for Special Education, Eastern Upper Peninsula, Intermediate School District, P.O. Box 883, Sault Ste. Marie, MI 49783

Performance Outcomes:

	1983	1984
Finished Program	36	30
Fired	4	1
Quit	1	6
Moved	0	0

Significant Features

1984 marked the eighth year of the S.W.A.P. program. "We feel that the real strengths of the program, with its primary objective to provide local school districts with individual assessment and work readiness profiles on each participant, are:

1. creating a greater awareness of the abilities of persons with handicaps and the acceptance of those persons by employers;
2. enrolling only those students returning to school at the end of the work experience (allowing) teachers to use the resultant report to improve the student work readiness skills;
3. providing an opportunity for students to earn money, (which) has been a great incentive in the students' total program."

"We have observed most employers progressing from a state of reluctance to become involved to claiming ownership. We have many success stories where students have become permanent employees with employers (their former work experience) after graduation."

Participants worked 35 hours per week at $3.35 per hour for a ten week period.
Methodology:

A. SWAP Participant Identification/Orientation Program

A special effort was made prior to the 1984 SWAP program to:

1. Identify all possible SWAP participants (14 years and older).
2. Discuss/role play with Special Education teachers and students, job keeping skills and work performance skills required on all job sites via a pictural presentation of "What If?" work situations.
3. Review required paper work and application time line with students.

In order to accomplish their inservice objectives, classroom orientation sessions were scheduled during the week of April 16-20th.

More specifically their three inservice goals were accomplished as follows:

Inservice Goal #1 - All possible SWAP participants were identified prior to inservice sessions by means of teacher developed lists outlining student's work readiness skills. The teachers were asked to prioritize their lists, ordering students according to their relative work readiness levels.

Inservice Goal #2 - Students and teachers were inserviced through the use of a pictural presentation stressing "What If?" situations in the following job keeping skill areas: 1) Work Skills, 2) Industriousness, 3) Reliability, 4) Cooperation, and 5) Appearance and Personality. This presentation was followed up by a question and answer session.

Inservice Goal #3 - Students were walked through the job application timeline including: 1) intake form and appropriate behavior/attitude for intake interview, 2) explanation of Social Security Card and other information necessary for intake and how to obtain information, 3) notification process (how & when notification occurs) 1, 4) the Work Permit Process (when, how work permits may be obtained and why they are necessary) and 5) the Orientation Meeting.

B. Work Assessment Evaluation was utilized at the 5th and 10th week to assist the supervisor in rating SWAP participants along five work skill parameters. With this checklist the supervisor rated the participants on 28 items from excellent to poor in the following areas: 1) work skills, 2) industriousness, 3) reliability, 4) cooperation and 5) appearance/personality. These pre-post evaluations were then scored, tabulated and charted on a Work Assessment Profile for each student. This profile was then used in part to prepare Individual Student Assessments and to compare intra and inter service center performance throughout the EUP.

C. Worker Self-Concept Checklist

During this summer's SWAP program You As a Worker checklist was revised and utilized to determine how each student felt as a worker in terms of: 1) students own abilities, 2) students abilities compared to others, (peers/adults), 3) the quality of his work and 4) possible future vocational choices. The primary purposes for charting this information were: 1) to determine first if a student had a low worker self-concept that would effect his general work performance, 2) to determine whether the students self-concept (high/low) was justified in terms of his/her work performance (as compared to supervisor's rating), and 3) to determine if the students' vocational choices were consistent with their work functioning levels. The results of these checklists were utilized to help prepare Individual Student Assessments and in counseling with individual students regarding: 1) adjustment of worker self-concept to insure consistency with actual work skill level and 2) adjustment of vocational choice in terms of actual work skill functioning level.

D. Parent Interview Process

Another facet of the SWAP program was the Parent Questionnaire Process. This process was conducted at the end of the summer in order to obtain parent input into the assessment process. This process consisted of an explanation cover letter and a five questionnaire survey form which was mailed to parents.

The Parent Questionnaire asked the following (and provided a checklist of possible answers for each):

1. How would your son/daughter do if they had to live independently at this time in their life?

2. If you were to write a school program for your son/ daughter, what areas of learning would you stress?

3. Do you feel your son/daughter's current Special Education program addresses these program needs?

4. Are you aware of how you can find out about your daughter/son's school program or have the program modified through the IEP process?

5. In your opinion what has your son/daughter gained from his/her summer employment?

E. Counseling Intervention Process

The emphasis of all counseling was to insure that participants were made aware of potential consequences of negative work site behavior. In addition it was necessary to work closely with site supervisors to insure that initial maladaptive work behavior did not result in immediate termination. The SWAP counselor was often able to provide supervisors with an intervention procedure to be tried prior to termination.

The Process for this counseling intervention consisted of following components:

1. Site visitations were made to identify the maladaptive work behaviors and possible causes and get an accurate and realistic reading of the situation.

2. If the behavior was such that the participant could monitor himself, the participant was given a contingency with a specific time line and a predicted consequence. (In short, the participant was told... you have until _____ to change your inappropriate behavior or you will be layed off or fired).

3. If the behavior did not change in the prescribed time line, the participant was given the predicted layoff period (1-2 days). If the maladaptive work behavior continued, the participant was recommended for firing to the site supervisor. Usually such a recommendation was acted upon. If the maladaptive behavior was the result of the handicapping condition we then discussed the cause of the behavior (in terms of the handicapping condition) and its effect on the participants work performance to the site

supervisor and detailed an intervention to help change the behavior. Even in these cases if the behavior was such to be detrimental to the safety of the participant or was such that no production could be realized the participant was "layed off." In some cases the participant is sometimes relocated in a site which provides more supervision or a more realistic in terms of his work skills. However, if job placement generally beyond the participant's skills level he or she is not relocated and the field assessment of participants is completed.

F. Concentrated Supervision with the Trainably & Mildly Impaired

Demonstration Project

Again this summer, the SWAP program made an attempt to maintain a concentrated number of handicapped students in a specific setting with constant supervision throughout the summer. This summer the demonstration project was expanded to deal with 3 settings which provided concentrated training and supervision. These work settings included: 1) 1:1 setting for a single TMI student and 2) settings for six mildly impaired (LD & EMI) students. The results/findings of this project include:

1) maintenance of all but one student on the work site (these students included three trainable, three LD students, one EI student, one LD, and one substance abuse student.

2) more specific/immediate feedback from supervisor and better supervisor insight into participant problems

3) more consistent/productive participant performance and response to supervisor correction/supervision.

4) the TMI student was afforded more specific attention/ feedback direction and training in the 1:1 training situation

5) the students worked together as a team learning cooperative work habits and responsibility for production.

Although this type of work settings is not possible or reasonable for all SWAP participants it will prove useful for: 1) young SWAP participants needing good work models and strong initial supervision, 2) TMI students requiring consistent, repetitive supervision and work models and 3) high risk students entering an extended SWAP education (second year) following remedial classroom training.

It has proved essential to make such settings a regular component of the SWAP program in order to support improved assessments of all participants needing services.

G. One Year Follow-Up Component

Over the past eight years of the SWAP Program there have been a number of SWAP participants who have returned to the SWAP program following their final year in school. (either having graduated or having become dropouts.) Despite the best efforts of the local school districts and SWAP personal, a high percentage of these students return with no well defined vocational plan.

As a result of this situation it has become the policy of the SWAP program to provide the following specific follow-up services.

1) educational vocational counseling, 2) assistance in contacting and dealing with appropriate vocational/education agencies, and 3) a final SWAP evaluation/workup to be utilized by appropriate future agencies.

Recommendations

The recommendations made in past summers still are appropriate. These include:

1) That the LEA continue to give training in the broad area of socialability and adaptive skills related to on the job behavior. (Job Keeping Skills)

2) That Individual Assessments be utilized to determine either sheltered employment, vocational training, or on-the-job training.

3) That the SWAP program still needs to continue to strive to attain the goal of including more lower functioning handicapped students in the Summer Assessment process. In view of this summer's findings the setting for such participants should be several closely supervised settings including mildly and more severely handicapped students.

4) The LEA's must continue to expand upon the educational process to assist students to make realistic career choices and to view themselves more realistically as a worker.

5) In addition to the positive public relations which would result, the LEA's could gain much help in planning and delivery of all educational services by planning and maintaining an open, on-going dialogue with parents.

6) All students with one or more years experience in the SWAP program should continue to be afforded the opportunity of a one year follow-up SWAP experience to help them mediate high school graduation and future vocational/education plans with appropriate training agencies.

7) The SWAP program should continue to make an effort to find summer work experience placements for in-school handicapped students who: 1) are above age requirements (21) and 2) who

have never been assessed in the SWAP program. These placements should be explored, prior to the beginning of summer programming with JTPA placement specialist.

The following represent the recommendations derived from the 1983-84 summer assessment process: 1) The SWAP placement procedures be amended to include several sites providing close supervision in a "team work setting" for high risk returning participants, severely handicapped participants and younger participants.
2) The SWAP enrollment procedures be amended to include a one year follow-up component and a component for serving older (21 to 25) in-school handicapped students. 3) The original intent of the SWAP program should be amended to include a limited training component (pilot project) as part of the counseling intervention process. This component would identify site(s) that are willing to conduct some training via an older Adult Work Experience worker; and provide SWAP participant with a willing SYEP worker as a "work partner" or work model. At the onset of the program "high risk" participants would be matched to these settings. 4) In light of the declining number of SWAP participants entering the pre-placement pool, a Pre-SWAP Outreach/Identification process should be initiated. 5) with the SWAP staff reduced to one full time worker, the evaluation process should continue to be undertaken earlier, and an Evaluation Week should continue to be provided for collation and dissemination of evaluation materials toward the end of the project timeline. (NOTE: Implemented in SWAP 1984 and helped streamline data collection, tabulation and shorten dissemination time.) 6) The counseling intervention process should be amended to include a mandatory mid-program review of the supervisor rated evaluation with the individual SWAP participant. This interview would include reporting the pros and cons of the participants performance to him through the eyes of his supervisor, and providing the indicated counseling procedures. (Major improvement to be targeted for 1985 SWAP Program.)

EXHIBIT 12

BELLFLOWER YOUTH TRAINING PROGRAM

Scope: Local Level

Funding Source:
School district, SDA Title IIA
Department of Rehabilitation,
Employment Development Department

Focus:
On-the-job experience and training

Participants:
70 handicapped youth and 60 disadvantaged youth ages 16-21

Location: California

Grant Recipient:
Bellflower Unified School District

Information Contact:
Milt Wilson, Bellflower Unified
School District, 16703 S. Clark
Ave., Bellflower, CA 90706

History and Significant Features

The school district's involvement with job training and placement programs for youth with handicaps started a few years ago with Project Work-Ability. Bellflower was one of 36 school districts chosen to pilot this school-to-work transition in a consortium with the Department of Rehabilitation and the State Employment Development Department. In the first year of operation, the school district was targeted to work with 25 special education seniors. During that first year 33 handicapped students were served and 23 were placed in unsubsidized employment within the private sector. This was a 70% placement record.

During the 1983-84 school year Bellflower was funded again for Work-Ability. The goal was to reach more students and raise the placement success rate.

In November of 1983, Bellflower submitted two proposals to the Southeast Los Angeles County Private Industry Council to address job training needs and placement for youth. The first was a Disadvantaged Youth Training proposal which was funded for 50 students. The second was a Work-Ability Supplement proposal addressing the services to handicapped youth, and it was funded through the "8%" portion of JTPA funds allocated through the State Department of Education.

The school district hired one job developer and one parttime clerk. Sixty five special education students were served and 34 were placed in the private sector. Five of these students were Trainable Mentally Retarded individuals. Of the 34 placements, 16 remained in private sector unsubsidized employment more than 30 days.

In summary, the school district increased its number of special education students served by 32 or 97%. Placements increased by 11 or 48%. The 30 day retention rate suffered a 30% decrease. Final program statistics revealed a 52% placement rate with 25% of those persons maintaining a 30 day plus retention.

The 1984-85 effort emphasizes career and personal goal planning. This is an integral part of the program now aimed at addressing the retention problem. During 1985-86, the district expects to emphasize the retention aspect of "affective" job training through small group training and on-worksite counseling. The school district is also incorporating the services of a new assessment center in its Service Delivery Area and is benefiting from the excellent contributions of a full time counselor assigned to Work-Ability by the Department of Rehabilitation.

1984-85 Program Outline

1. Vocational assessment and pre-testing (completed by end of second week of training)

2. Personal career development plan (completed by end of fifth week of training). This five year plan consists of five long range and two short range personal goals, and three long range and five short range career goals. The plan includes an action strategy for implementation and monitoring progress.

3. Continuing education and work values training

4. Pre-employment skills training (completed by end of sixth-seventh week of training)

    a) acceptable completion of employment application
    b) job knowledge/job search techniques
    c) basic math computation
    d) grooming

5. On-the-job training (By the end of seventh week, each student is placed in a private sector business for on-site training in entry level skills.)

    Before a student is placed in private sector employment, each must be able to demonstrate competency in the above components.

6. Off-site continued vocational counseling during OJT and initial periods following placement (By the end of the 10th week, each student is placed in private sector unsubsidized employment and supervised in a Work Experience Education mode - teacher & employer supervision.)

    Estimated average cost per participant: $2,320

EXHIBIT 13

PROJECT SAVE (SYSTEM OF ALTERNATIVE VOCATIONAL EDUCATION)

Scope: Local Level

Funding Source:
SDA Title IIA

Focus:
preparation for employment training

Participants:
89 JTPA eligible youth,
9.2% are handicapped

Location: Wisconsin

Grant Recipient:
Cooperative Educational Service Agency #3

Information Contact:
Jody Halgren, JTPA Projects Coordinator, CESA #3, Route 1,
Box 5A, Fennimore, WI 53809

Performance Outcomes:

A total of 179 students were originally certified for SAVE.

A total of 54 students participated in the tryout employment situation. As of June 26th, 41 students were placed in an unsubsidized job. In addition, 13 students are in a situation we would call "partial placement". They are not working for their employers while participating in the Summer Youth Employment Program. Once the program is complete, they will resume part-time work for their private employers.

All but two of our 179 students will be attending school in the fall (1984) or have graduated and thus, completed their secondary education. That means that 98.9% have completed their education or will continue it in the fall. Of the two who dropped out of school, one has found unsubsidized employment and the other is unemployed.

Of the 49 participating students who were seniors, only 1 did not complete requirements for the high school diploma. That means that 97.7% completed their graduation requirements. The one student who did not complete requirements for graduation has entered the military and will pursue his GED.

(In regard to positive terminations)
179 students began the program and 22 left before SAVE ended. Of those 22: 9 had scheduling conflicts that could not be resolved, but they continued in school; eight transferred to another JTPA Project (AWARE); three moved to another school district, but continued in school; two dropped out of school completely (one is employed, one is unemployed). Thus, of the 179 participating students, 177 or 98.88%, terminated positively as of the end of June. They terminated positively for a variety of reasons as listed above. Most are continuing in school, either in their current district, or in another one they have moved to, or have graduated. Only two students (1.1%) have completely dropped out of the program without entering another program, entering another school, or graduating.

At the "wrapup" inservice session on June 5, 1984, the JTPA Coordinators shared their feelings and reactions to the project. Many of them gave accounts of how positive they and their students felt about a classroom training experience linked with a work opportunity situation. They saw some of the students mature almost before their eyes as they exhibited more responsibility toward work and also toward school. Students were enthusiastic about their jobs, and they shared that enthusiasm with their coordinators as well. The coordinators particularly expressed the pleasure of getting to know students they might not otherwise have known because of the close relationship with students both in the classroom and during on the job supervision.

Cost per placement (1983-84): $1,538

Significant Features

1. Problem Analysis: A comprehensive study of JTPA eligible students was conducted by personnel in 23 school districts in SDA 15. The study identified 1,433 economically disadvantaged students who lack communication skills, basic skills and general employability skills. Private employers were interviewed by the school personnel.

   Following are responses employers gave to the question, "What kinds of skills do you think employees need?" Multiple responses were given by each employer, often containing several "need areas". The list reflects the total areas of need, thus the percentage totals more than 100 percent.

   1. 52 percent described a lack of work background skills, i.e. bookkeeping, mechanical, sales

2. 35 percent described the need for basic skills with an emphasis on mathematics

3. 27 percent were lack of communication skills (everyday conversation skills, dealing with uncomfortable situations)

4. 15 percent of the responses described a need to be able to follow directions

5. 15 percent described a need for a good attitude towards work

6. 13 percent described a need to deal with the public

2. Project Design; Twenty-two school districts will continue in the Project SAVE (A System of Alternative Vocational Education) Consortium and serve 89 JTPA eligible youth. The project design is based on a comprehensive survey of school personnel in May 1984. The project design has two components: classroom training and work opportunities in the public and private sector. Each of the 22 schools have a JTPA Coordinator who functions in a variety of roles as a teacher, coach, job developer, job supervisor and advocate for the students.

3. Program Activities: Recruitment, eligibility, determination, assessment, Individual Education and Training Plan (IETP), pre-employment skills training, speakers from Southwest WI Vocational-Technical Institute, Job Service and Chambers of Commerce, job development, job shadowing and work opportunity in public and private sectors, placement, follow-up and inservice training.

   The work experience would include public sector employment and private non-profit sector employment to be paid by the grant, private sector employer paid work, and non-paid job shadowing experiences.

   Specifics of the work opportunity experience include:

   a) Each student who participates in the work opportunity experience will have a minimum of 8 hours per week of work and a maximum of 20 hours per week while school is in session.

   b) Each student will be visited by the JTPA Coordinator at least bi-monthly at the worksite and preferably at least once a week. (A job description form will be completed for each student, and this form includes the monitoring/evaluation format).

   c) Employer worksites will be monitored by JTPA Coordinators on a regular basis, and may be monitored by CESA #3 staff and/or PIC staff.

   d) Students will be evaluated on a regular basis, both in classroom training and at the worksite. Copies of the evaluation forms will be kept in the student's files at the local district.

   e) A maximum of 160 hours of job shadowing; 40 hours per worksite.

f) Students should not be placed in either a hands-on experience or job shadowing experience which requires skills that the student has already previously mastered in a work situation.

g) "Job shadowing/hands-on experience" positions at any one worksite shall not exceed 30 percent of the employers regular fulltime work force. Any exceptions (such as employers with less than four employees) must be approved in advance of placement by the PIC Office.

h) Signed worksite agreements will be required for each employer. These agreements will clearly describe program requirements and restrictions (including maintenance of effort agreements).

i) These worksite agreements will be filed at the worksite (employer), school district (student's file) and CESA #3 (district files).

j) If students are not retained by those employers who provide them their work opportunity, every effort will be made to secure jobs for them.

k) The JTPA coordinator to student ratio should not exceed 1:35.

l) Fifteen percent of the students involved in SAVE may be 14-15 years old. However, they may not participate in the work opportunity experience ("hands on").

m) Students and private sector employers may take advantage of the Targeted Job Tax Credit. Vouchering for TJTC should be done by Job Service of Wisconsin.

n) Families of students will indicate their permission for the student to participate by completing the application for work permit form.

BUDGET:	Dollar Amount	% of Total Budget
Performance Payments	$ 7,411.50	10.3
Training (Non-Performance)	61,334.50	85.5
Participant Support	3,000.00	4.2
Total Budget	$ 71,746.00	100
Budget for Youth	$ 71,746.00	100
Budget for Adults		

TARGET GROUPS AND % PLANNED SERVICE LEVELS:

	No.	% Enrolled	No.%	Placed
Women	49	54.5	10	54.5
Minority	1	1	0	1
HS Dropouts		N.A.	N.A.	N.A.
Older Indiv.		N.A.	N.A.	N.A.
Dis. Homemakers		N.A.	N.A.	N.A.

	No.	% Enrolled	No.	% Placed
Youth under 22	89	100	18	100
AFDC-WEOP	5	5.9	1	5.9
Handicapped	8	9.2	2	9.2
Veterans		N.A.		N.A.
Public Assistance	15	16.3	3	16.3

OVERALL PERFORMANCE:	Number	Rate		
Placements	18	20%	Cost per Placement	$ 3,986.00
Positive Terminations	85	95%	Cost per Pos. Term	$ 844.00
Average Wage at Place.	$3.35		Pre-Post JTPA Wg. Cg.	$ .20

PROJECT SAVE
STUDENT/SCHOOL CONTRACT

Student's Full Name: School District:

In order to successfully complete the requirements for SAVE, the student will:

To aid the student in completing those requirements, the JTPA Coordinator will:

____________________ ________ ____________________

Signature of Student Date Signature of JTPA Coordinator

EMPLOYERS INTEREST FORM
FOR
PROJECT SAVE*

(*A System of Alternative Vocational Education)

Name of Company ____________________ Phone No. ________________

Address ____________________

____

Name of Manager ________________

Name of Person Interviewed ____________________ Phone No. ________

Major Product or Service ______________________________

List the types of jobs/skills training this employer would be willing to provide for JTPA Students:

When and how many students might be placed at this location: ____________

____

Special Qualifications/requirements ______________________________

____

Comments:

____________________ ____________

Job Service/JTPA Coordinator Staff Member Date

Worksite Agreement
Project SAVE

In an effort to satisfy a mutual desire to serve JTPA eligible youth and to ensure the fullest development of their employment potential,

________________________________ and ________________________________
Employer/Worksite Local School District

agree to the following:

1. Program Goals: The goal and purpose of using this worksite is to provide self-discipline, future employability skills, economic support, career development ideas and a constructive work experience for youth.

2. Eligibility of Participants: The eligibility of the youth participants is to be determined by the JTPA certification process.

3. Supervising Responsibilities: The worksite shall provide adequate adult supervision during participant work hours. The local school district coordinator shall provide supportive services as needed and shall visit the worksite as needed.

4. Time and Attendance: The worksite will be required to see that the participant works no more than the agreed upon hours per week and shall be responsible for keeping an accurate time record of youth work.

5. Assessment of Participants: The worksite agrees to work with the local district coordinator in evaluating the work performance of each JTPA youth participant.

6. Job Description: An attached job description will determine the work done and the evaluation criteria for this work site.

SAFETY AGREEMENT: The worksite does agree to maintain appropriate standards for health and safety in work and training situations. The worksite further agrees to report any job related accident and/or injury of a JTPA participant to the local school district coordinator. In addition, the worksite verifies, by providing a certificate of insurance, that it has adequate liability insurance for all participants at the worksite.

Date of this worksite agreement ________________________, 19 __

Worksite: Name of Worksite: ________________________________
Authorized person: ________________________________
Complete Address: ________________________________

Local School District: ________________________________
JTPA Coordinator: ________________________________
Complete Address: ________________________________

TRAINING/JOB SHADOWING AGREEMENT
PROJECT SAVE

In an effort to satisfy a mutual desire to serve JTPA eligible youth and to ensure the fullest development of their employment potential,

____________________ and ____________________
Employer/Worksite Local School District

agree to the following:
Employer Reimbursement Cost: ____________________
Training Dates: From __________ to ______________

1. Program Goals: The goal and puropse of using this worksite is to provide self-discipline, future employability skills, career development ideas, and a constructive work experience for youth.

2. Eligibility of Participants: The eligibility of the youth participants is to be determined by the JTPA certification process.

3. Supervising Responsibilities: The worksite shall provide adequate adult supervision during participant work hours. The local school district coordinator shall provide supportive services as needed and shall visit the worksite as needed.

4. Time and Attendance: The worksite will be required to see that the participant works no more than the agreed upon hours per week and shall be responsible for keeping an accurate time record of youth training.

5. Assessment of Participants: The worksite agrees to work with the local district coordinator in evaluating the work performance of each JTPA youth participant.

6. Training Description: An attached job description will determine the work done and the evaluation criteria for this worksite.

7. Employer Reimbursement: The employer agrees to accept reimbursement as specified above for providing student training or job shadowing experience with the understanding that the employer will derive no profit from the students time or work.

SAFETY AGREEMENT: The worksite does agree to maintain appropriate standards for health and safety in work and training situations. The worksite further agrees to report any job related accident and/or injury of a JTPA participant to the local school district coordinator. In addition, the worksite verifies, by providing a certificate of insurance, that it has adequate liability insurance for all participants at the worksite.

Date of this worksite agreement ____________________, 19__
Worksite: Name of Worksite ____________________
Authorized Person ____________________
Complete Address ____________________
Local School District ____________________
JTPA Coordinator ____________________
Complete Address ____________________

EXHIBIT 14

COLUMBIA

Scope: Local Level

Funding Source:
SDA Title IIA

Focus:
job training, work experience

Participants:
JTPA eligible youth

Location: Wisconsin

Grant Recipient:
Human Resource Specialists, Inc.

Information Contact:
Ken Kilgore, Director, 120 E.
Harris, Box 2019, Appleton, WI
54913

Performance Outcomes

Appleton area high school students have been advancing through the Columbia Program into part-time employment. Since September 1, 1984, nineteen students have been certified to enter the Work Experience phase of the program, working 10 hours per week for six months in non-profit organizations. Twenty additional students, having completed Work Experience, are meeting weekly in small groups after school to improve their job seeking skills.

Since September 1, eleven Appleton students have secured part-time or full-time employment in fast foods, construction, janitorial and clerical positions. Van Ryzin Machine Co., Taco Bell and Shopko are among Appleton businesses which have employed Columbia students this year.

In Waupaca County, five Columbia students have completed the Work Experience phase and have entered private-sector employment through Job Try-out and On-the-Job Training. This is in addition to persons who have gone directly from the program into jobs.

Since September 1, 1984, seven Calumet County youths have been employed in various private-sector jobs. Several other seniors are waiting for employment.

Only one of the private-sector jobs involved an On-the-Job Training contract, which saved that employer $180.00 in wages.

Significant Features

Goal

Columbia's goal is to provide quality training and employment opportunities for in-school youth in over 20 high schools throughout the three counties.

The Columbia Program assists youth in securing employment in a job training site with private business and assists the private sector in selecting and training youth for employment.

Youth Eligibility for the Columbia Program is determined through an interview with a representative of Human Resource Specialists, Inc. The following are general guidelines for certification by HRS, Inc.:

- Secondary School Enrollment
- 16-21 Years of Age
- Economically Disadvantaged
- Handicapping Condition

Career Development consists of of field trips, workshops, conferences, and classroom activities for students to explore the various aspects of a career plan and one's self. Students are be evaluated as to their level of experience and interest to determine which placement best suits their needs.

Assessment Tools are used to help identify a participant's job interest area and job skills level. Results are discussed with students in an effort to structure further development around selected areas.

Work Experience is provided to a number of high school students, certified through HRS, Inc. Students work in supervised positions outside of school time for up to 10 hours per week for six months, a minimum wage of $3.35 per hour. This experience is monitored regularly and evaluated in preparation for a Job Training placement.

Job Training for high school juniors and seniors is coordinated with private businesses for a pre-arranged training period. Job Tryout and On-the-Job Training situations are intended to identify and develop job skills for long-term employment within the private sector.

EXHIBIT 15

CULINARY ARTS FOOD SERVICE TRAINING

Scope: Local Level

Location: Utah

Funding Source:
SDA Title IIA

Grant Recipient:
Columbus Community Center

Focus:
classroom and on-the-job training

Information Contact:
Bo Hall, Special Vocational
Services, 431 South 600 East,
Salt Lake City, UT 84102

Participants:
1983-84: 22 youth who are handicapped
1984-85: 46 youth who are handicapped

Performance Outcomes:

1983-84				1984-85
Goal	Results		Goal	Results
Enrollment	22	22	46	46
Completion	18	22	37	44
Placement	17 (77%)	19 (86%)	23 (50%)	39 (89%)
Tr. Rel. Placement	14	17		37
30 day Retention	15	16	21	27

Significant Features

Abstract

This program provided occupational skills training in Culinary Arts Food Service (CASFS). Handicapped students from the Salt Lake area were enrolled on an open-entry, open-exit basis until all training positions were filled.

This competency-based training program prepares individuals for the following occupations:

Food Service Worker I	dishmachine operator, busser, pantry worker
Food Service Worker II	counter attendant, baker's helper, grill cook, cook prep., line server
Food Service Worker III	waiter/waitress, host/hostess, assistant baker, cash register operator

The utilization of an existing restaurant training facility and the support of the local business community provided an opportunity for handicapped individuals to pass requirements for a State of Utah Food Service Worker's Permit and to gain the employment and training skills necessary to become self-sufficient.

Thirteen of the 19 students placed during 1983-84 had no previous work experience, and 4 of the remaining 6 students had less than 3 months work experience.

Thirty four of the 44 completers (1984-85) had no pre-program work experience, and 8 of the remaining 12 had less than 3 months prior work experience. Of the 44 completers, 22 completed Skill Level I, 20 completed Skill Level II, and 2 completed Skill Level III.

Program Description, 1983-84

The training program operated three hours daily for a six week period. The program was competency based and individualized. Students progressed at their own rate and reached a competency level based upon their individual abilities. All students were required to pass a State of Utah Food Service Worker's Test.

Students could progress through the following four skill competency levels: Basic Cleaning and Maintenance, Operation and Maintenance of Equipment, Various Jobs Within Restaurants, and Management Skills.

The program operated as a simulated employment setting. Students were required to punch a time clock daily and exhibit appropriate work behaviors. Students exhibiting excellent attendance, punctuality, and work habits were rewarded by receiving priority job placement attention. All program completers earned academic credit.

Program Site, 1983-84

The program was conducted in South High School's Tastre Restaurant. During the regular school hours, the Tastre is a vocational education foods class available to students at South High School. SVS gained permission from the Salt Lake City School District and South High School to run CAFS training after regular school hours, thus making it accessible to handicapped students throughout Salt Lake County.

This facility is furnished with industrial/commercial equipment and a formal dining room worth over $300,000. The utilization of this existing training site alleviated the need to purchase expensive equipment and made this type of training a viable option for handicapped youth. The linkages developed between the Private Industry Council and the Salt Lake City School District have allowed for an efficient, cost effective training program.

Staffing, 1983-84

The staff consisted of the Project Director, two food service Instructors, and a Placement Coordinator.

The Project Director was accountable for the operation of the Culinary Arts Food Service training program. His duties involved supervising the Instructors and the Placement Coordinator, budgeting, outreach, and dealing with administrative issues.

Two experienced instructors from South High School taught the food service training component.

The Placement Coordinator was responsible for providing structured activities relating to job seeking skills (i.e., application completion, employment interviews, telephone skills, job seeking strategies) and ensured adequate, safe transportation to and from the training site. Furthermore, the Placement Coordinator performed outreach activities, made contacts with employers and matched handicapped students with available employment opportunities based upon the needs of employers and the students' abilities.

Outreach, 1983-84

Outreach activities consisted of contacting resource teachers throughout Salt Lake county, explaining the program and having them describe the training opportunity to their students. A list of interested students was thus compiled. The students and their parents or guardians were contacted by the Placement Coordinator and Director, a final list of interested students was assembled, appointments were made with the JTPA certification staff at Job Service, and transportation for the students was provided by the Placement Coordinator to ensure that they were certified. The Placement Coordinator was also responsible for gaining parental signatures for the JTPA certification forms.

Placement Activities and Outcomes, 1983-84

The placement component of the Culinary Arts Food Service training program consisted of two major divisions. The first consisted of services to clients while the second involved job development/employer contacts.

Services to clients included group job finding workshops which involved instruction concerning how to find job leads, how to contact employers, application completion, interviewing, and job retention skills.

The vast majority of handicapped youth are unaware of employment resources in the community. Thus, these students were provided with instruction which facilitated their search for job leads and job announcements (i.e., how to read the want ads, familiarization with Job Service, developing job leads).

The employment application was presented to the students as the primary tool in gaining an interview. Often, the application is the first contact an individual has with an employer and more often than not, this first impression means the difference between an interview and elimination from consideration. Thus, great importance was placed on proper, neat completion of applications.

Since telephone contact may also be the first contact with employers, proper telephone etiquette was taught and practiced using a tele-trainer and a written guide. The importance of politeness and a well thought out dialogue was stressed.

Students were also taught basic interviewing skills utilizing a variety of handouts and class discussions, and were required to demonstrate competency in a videotaped, simulated interview.

After completion of training, students were provided with individualized job seeking attention. Personal appearance, attitude, and responses to interview questions were emphasized. JTPA support services were utilized when needed to provide clothing that was required for employment.

An essential part of this placement program was systematic employer recruitment. A map provided by the Salt Lake County Surveyor was divided into zip code areas. Green pins were placed on the map to represent employer locations, while student's homes were identified by blue pins. Potential employers within close proximity to each student were then contacted. Besides the visual representation, a computerized file for each employer who demonstrated moderate to high interest was developed so that contacts with employers could be easily recorded. As of June 30, 1984, fifty one employers were cooperating with the program.

The Placement Coordinator explained the training program to employers and arranged appointments for clients. The clients were picked up and driven to their appointments, where the Placement Coordinator provided a more detailed description of the program to employers, and explained incentives to hire the students. These incentives are the Targeted Jobs Tax Credit (TJTC) and On-the-Job Evaluation (OJE). The OJE form follows this narrative.

Program Changes for 1984-85

Performance Based Contract
Cooperative training relationship with University of Utah
Training time options: 7:00 a.m. - 9:30 p.m. Monday - Saturday
Minimum wage payment by the University of Utah during training
Advisory committee

Target Population, 1984-85

The program served handicapped youth ages 16-21. Handicapping conditions included: learning disabilities, behavior disabilities, communication disorders, and intellectual handicaps.

Project Site, 1984-85

The program was conducted in the University of Utah Union Terrace. This three level cafeteria, furnished with 2.5 million dollars worth of equipment, includes one formal restaurant, five specialty areas and two kitchens. The Union Terrace serves 6500 customers per day, thus offering program participants a wide range of industry based training opportunities. The students were required to train at the Union Terrace during peak rush hours from 12:00 to 3:00 p.m. and from 4:30 to 7:30 p.m.

Staffing, 1984-85

The staff consisted of the Project Director, a Program Coordinator, a Job Placement Specialist, and a Support Service Worker.

The Project Director (FTE .20) was accountable for the operation of CAFS. His duties involved supervising the staff, grant writing, budgeting, and dealing with administrative issues and concerns.

The Program Coordinator (FTE 1.0) was responsible for program implementation, including performing all outreach activities in the schools and community, providing structured activities related to job seeking skills, and job placement assistance. A key role of the Program Coordinator involved coordinating communication between seven Union terrace training supervisors, the food service manager, students, parents, private sector employers, JTPA certification staff, and school personnel.

The Job Placement Specialist (FTE .75) focused on conducting job development with employers and placing students in permanent employment. Additional duties included follow-up with students and their employers, teaching an employability skills class and assisting the Program Coordinator in all aspects of programming.

The Support Service Worker (FTE .25) provided transportation to and from the training site, assisted in teaching the employability skills class and provided other support services as needed.

The supervisors employed at the University of Utah were critical to the success of the CAFS program. Together, these seven training supervisors represent 85 years of experience. Each served as instructors for the students, providing the individualized training necessary to ensure that the students graduated with entry level skills.

Outreach, 1984-85

Outreach activities included contacting resource teachers from twelve high schools, counselors, classrooms of students, and other community organizations to provide them with program information. CAFS also received some referrals from the Division of Rehabilitation Services (DRS) and the JTPA Outreach unit.

After the initial contacts with the teachers, appointments were arranged for the Program Coordinator to present the program to interested students. After completing the program presentation, the Program Coordinator asked the students to complete referral information cards. This allowed the Program Coordinator to obtain information needed to select students for the program. After interviewing with the Program Coordinator, students were selected to participate in the CAFS training program.

Once students were accepted into the program, they were escorted to Job Service for JTPA certification. Following certification, they were given a tour of the University of Utah training site, where they also completed an employment application. For those students dependent on the bus, the Program Coordinator offered individualized training to ensure their effective use of the city transit system. Once they demonstrated their abilities to travel independently to and from the University, they began training.

Industry-Based Training, 1984-85

Because the CAFS training program operated out of the University's Union terrace, students were provided with industry-based training. Care was taken to ensure that students filled an actual employment slot while being trained. Thus, students were paid minimum wage throughout the training, were required to punch a time clock daily and were expected to exhibit appropriate work behaviors. If students were unable to meet minimum expectations they were either suspended or terminated from training. Thus, the students involved in training were treated very much like actual employees.

Students progressed at their own rate. They generally received individualized attention from their supervisor for three hours daily over a four to eight week period. The specific length of training depended on how rapidly they were able to learn their required tasks. All students were required to pass a State of Utah Food Service Worker's Test.

Students could progress through the following three skill competency levels.

Food Service Worker I: dishmachine operator, busser, pantry worker

Food Service Worker II: counter attendant, baker's helper, grill cook, coop prep, line server

Food Service Worker III: waiter/waitress, host/hostess, assistant baker, cash register operator

Of the 44 students who completed the training program, 22 compleed at Level I, 20 completed at Level II, and 2 completed at Level III.

At the end of each training session an awards luncheon was held to honor those students who completed training. Not only did each completer receive a plaque, but those students who demonstrated perfect attendance received an additional award and were given priority job placement attention. All program completers who were enrolled in school earned academic credit.

Employability Skills Training, 1984-85

While participating in CAFS training program, the students were required to attend an employability skills class. The curriculum consisted of application completion, employment interviews, telephone skills, job seeking strategies, and job retention skills. This was a key component of the program because these students lacked the skills to obtain employment independently.

During the employability class, students were also provided with individualized instruction concerning appearance, attitude, and responses to interview questions. JTPA and DRS vocational rehabilitation support services were utilized when needed to provide bus passes and clothing required for employment. Upon completion of the industry-based and employability skills training, the students were ready for job placement.

Placement, 1984-85

Placement staff was responsible for job development, job matching, and arranging interviews.

Job development was achieved by visiting and talking with the managers in various food service establishments. When the CAFS training program and the Targeted Jobs Tax Credit (TJTC) incentive program were explained to them, employers generally responded positively -- agreeing to interview and consider the students for employment.

Job matching was a critical factor ensuring that the needs of both the student and the employer were being met. Factors involved in job matching included job location, scheduling of hours, job duties, student interests, and student abilities.

Once students were matched with potential employers, the placement staff arranged interviews for the students. The clients were picked up and driven to their appointments. Placement staff supported and assisted the students while they completed their job applications. The students then interviewed with the manager without the assistance of the placement staff.

After completing the interview, the students were advised to follow-up on the job opening by calling the employers. In most cases, the employers would also follow-up by calling the placement staff to gain additional information on the students' work habits. This was essential in maintaining a positive, on-going rapport with employers.

Program Recommendations for 1985-86

After examining the strengths and weaknesses of the 1984-85 program, several modifications were recommended for 1985-86.

1. Due to the large number of students served and the multitude of services offered...a full time employee should conduct job placement and job development.

2. To increase the 30-day job retention rate, the full time employee in charge of placement will also provide extensive follow-up services with all students and employers, and will be available to assist students in locating a second job if they lose their first one.

3. It is essential for the SVS staff to be informed weekly of the student's progress. Thus, a SVS staff person should attend the weekly supervisors meetings. This would also provide the supervisors with an opportunity to discuss any questions or concerns they might have about the program.

4. Some of the students suffer from extreme behavior and learning disorders and need other community resources to assist them in maintaining employment. These students need long term emotional/vocational support which SVS is unable to provide due to the short-term nature of the CAFS program. Therefore, it is necessary to build a stronger link with the Division of Rehabilitation Services (DRS).

Student Evaluation Instruments

The following pages illustrate the forms used in evaluating students' employability skills, work habits/behavior, and occupational skills. A third occupational skills evaluation form can be found in Chapter 7, pages 238-239.

Culinary Arts Food Service Program

PERFORMANCE EVALUATION
EMPLOYABILITY SKILLS

Page 1 of 2

PARTICIPANT:____________________________

ABOVE EXPECTATIONS	MEETS EXPECTATIONS	BELOW EXPECTATIONS	Employability Skills	
			Understands need for effective communication skills	COMMUNICATION SKILLS
			Is able to demonstrate effective communication skills	
			Maintains appropriate listening skills	
			Maintains appropriate eye contact and posture	
			Asks for clarification	
			Is aware of his/her individual strengths and weaknesses in maintaining effective communication skills	
			Exhibits appropriate interpersonal skills	
			Understands guidelines for completing an application	JOB APPLICATIONS
			Understands the need for a Pocket Resume	
			Completes Pocket Resume	
			Is able to complete an employment application completely and accurately	
			Is able to review completed applications to determine if any errors are present	

COMMENTS BY EVALUATOR AND/OR TRAINEE:

____

____

____

TRAINEE: ____________________

This report has been discussed with me

EVALUATOR:____________________

This Performance Evaluation is based on my observation and knowledge, it represents my best judgment of the participant's performance.

eve/cafs-10/85 REVIEWED BY:______________________

Culinary Arts Food Service Program

Page 2 of 2

PERFORMANCE EVALUATION
EMPLOYABILITY SKILLS

ABOVE EXPECTATIONS	MEETS EXPECTATIONS	BELOW EXPECTATIONS	Employability Skills	
			Conducts him / her self professionally during an interview	INTERVIEWS
			Dresses properly for an interview	
			Responds appropriately to questions asked in an interview	
			Scores 15 out of 20 "yes" responses on interview score card	
			Telephones and fills out job lead reports on a minimun of two leads	
			Understands the need for appropriate work habits	JOB RETENTION SKILLS
			Exhibits appropriate work habits	
			Understands attributes of a winning personality	
			Exhibits habits of a winning personality	
			Receives 6 out of 11 positive responses on the personal appearance rating sheet	
			Knows what standards employers want in employees	
			Demonstrates standards of appropriate hygiene	
			Understands the appropriate ways to quit a job	

Culinary Arts Food Service Program

PERFORMANCE EVALUATION
OCCUPATIONAL SKILLS TRAINING

Training Site: **Dining Room Busser**
Training Level: [✓ 1] 2 3
Date of Performance Review:____________________

Page 1 of 1

ABOVE EXPECTATIONS	MEETS EXPECTATIONS	BELOW EXPECTATIONS	SPECIFIC SKILL COMPETENCIES
			knows proper method of wiping tables.
			keeps mops and buckets available with sanitizers.
			knows how to scrape and load dishes on bus carts.
			knows to set out brown bus tubs at all silverware locations.
			moves carts through crowded areas to dishroom.
			handles crowded areas well.
			stocks condiment stands.
			keeps work area clean and organized.
			can wipe down booth seats and walls when needed.
			can straighten and line up tables and chairs.
			can check and empty any trash receptacles found full.
			can replace plastic trash liners when needed.
			can set ash trays out at all smoking locations.
			maintains a consistent work pace.
			uses both hands to perform tasks.

COMMENTS BY EVALUATOR AND/OR TRAINEE:

____

____

____

TRAINEE: ____________________________
This report has been discussed with me

EVALUATOR:____________________________
This Performance Evaluation is based on my observation and knowledge, it represents my best judgment of the participant's performance.

avs/cafs-10/85 **REVIEWED BY:**______________________

Culinary Arts Food Service Program

PERFORMANCE EVALUATION
OCCUPATIONAL SKILLS TRAINING

Training Site: Line Server: Union Cafe

Training Level: 1 [✓ 2] 3

Date of Performance Review:____________________

Page 1 of 1

ABOVE EXPECTATIONS	MEETS EXPECTATIONS	BELOW EXPECTATIONS	SPECIFIC SKILL COMPETENCIES
			[illegible]
			is able to use the microwave and toaster.
			can stack dishes on counter (plates and bowls)
			can set out condiments and refill when needed.
			can obtain proper utensils for each menu item.
			[illegible]
			can display proper food in customer area (pastries, salad bar).
			can pick up hot food from kitchen and display in food wells.
			can greet each customer with a smile.
			can use good manners and exhibit a positive attitude with customers.
			[illegible]
			is attentive to customers.
			can take orders down the line as far as possible.
			can record orders on paper and give to cooks.
			can maintain portion control at all times.
			can check food and be sure food is appealing to customers.
			[illegible]

COMMENTS BY EVALUATOR AND/OR TRAINEE:

____

____

____

TRAINEE: ________________________

This report has been discussed with me

EVALUATOR:________________________

This Performance Evaluation is based on my observation and knowledge, it represents my best judgment of the participant's performance.

svs/cafs-10/85 REVIEWED BY:_______________________

Culinary Arts Food Service Program
PERFORMANCE EVALUATION
WORK HABITS AND BEHAVIOR

Training Site:_______________________
Training Level:________
Date of Performance Review:__________________

ABOVE EXPECTATIONS	MEETS EXPECTATIONS	BELOW EXPECTATIONS	WORK HABITS AND BEHAVIOR
			CARING FOR PERSONAL NEEDS
			Dresses appropriately
			Exhibits proper grooming and hyygiene
			Wears clean clothes
			Maintains eye contact
			Exhibits proper posture
			ATTENDANCE
			Arrives on time
			Works assigned hours
			Avoids absences whenever possible
			Calls when he/she is late or absent
			INITIATIVE
			Prioritizes work tasks appropriately
			Seeks additional tasks
			Completes tasks on a timely basis
			Follows instruction
			Can solve work problems independently
			Demonstrates quality of work
			INTERPERSONAL SKILLS
			Relates well to co-workers
			Interacts well with Supervisior
			Accepts constructive criticism with a positive attitude
			Seeks advice from co-workers and/or supervisior

COMMENTS BY EVALUATOR AND/OR TRAINEE:

____
____
____

TRAINEE: ________________________
This report has been discussed with me

EVALUATOR:________________________
This Performance Evaluation is based on my observation and knowledge, it represents my best judgment of the participant's performance.

svs/cafs-10/85 **REVIEWED BY:**______________________

Culinary Arts Food Service Program

FINAL EVALUATION

Training Site:
Training Level: 1 2 3
Date of Performance Review:____________________

Page 1 of 1

ABOVE EXPECTATIONS	MEETS EXPECTATIONS	BELOW EXPECTATIONS	PROGRAM AREA
			EMPLOYABILITY SKILLS
			WORK HABITS AND BEHAVIOR
			OCCUPATIONAL SKILLS

THE FINAL JOINT EVALUATION IS BASED ON THE PERFORMANCE OF THE PARTICIPANT COMPARED TO THE EXPECTATIONS AND STANDARDS ESTABLISHED FOR NEW EMPLOYEES

ACTION RECOMMENDED AS A RESULT OF THIS EVALUATION

☐ Termination from Training Program
☐ Suspension from Training Program
☐ Continuation of Training Period (Through___________)
☐ Recommended for University of Utah Employment
☐ Recommended for Private Sector Employment
☐ Other (Please Specify) ____________________________

COMMENTS BY EVALUATOR AND/OR TRAINEE:

____
____
____

TRAINEE: ________________________
This report has been discussed with me

EVALUATOR:______________________
This Performance Evaluation is based on my observation and knowledge, it represents my best judgment of the participant's performance.

svs/cafs-10/85 **REVIEWED BY:**______________________

EXHIBIT 16

YOUTH ALTERNATIVE EDUCATION PROGRAM

Scope: Local Level

Location: California

Funding Source:
SDA Title IIA

Grant Recipient:
Sonoma County Office of Education

Focus:
assessment, testing, counseling; occupational career and vocational exploration; job search assistance; job holding and survival-skills training; basic life-skills training; labor market information and job seeking-skills training

Information Contact:
Thea Vierling, Program Manager
Vocational Education Department,
Regional Occupational Programs,
Sonoma County Office of Education,
410 Fiscal Dr., Rm. 111-E, Santa
Rosa, CA 95401

Participants:
167 dropout prone inschool youth under age 19. 12 out of school youth age 20-21. 39 of the students were handicapped.

Performance Outcomes (October 1, 1983 to June 30, 1984):

Entered employment rate	61%
Positive termination rate	89%
Cost per positive termination	$3387

Significant Features

All students entering the Youth Alternative Education Program are referred by the County of Sonoma Private Industrial Council Job Training Office. Participants receive an individual and group orientation. The orientation may include: a basic skills pre-test and a career interest survey; employees rights and benefits information; a signed agreement for program participation; the development of the Individual Training Plan; completion of all employment related paperwork; rearrangement of school class schedules if needed; orientation to all components of the activities plan; and the interview process to obtain public-sector/private non-profit limited work experience.

After orientation, participants select a worksite that is relevant to their career and educational goals and which complies with the work experience/child-labor laws and JTPA regulations. Participants work 28 hours per week during the summer and an average of ten or fewer hours per week during the school year. Particiants may work more than ten hours per week on a merit-incentive basis, as substantiated by criteria established by the contractor.

Worksites are to be identified by the Service Providers in the worksite agreement and by the DOT occupational category. Skills appropriate to the job title are listed. The duration of the training at a worksite(s) can be up to two years but may not exceed 1,040 hours. Where possible, participants are to be placed in vocational skills training classes provided by either the school district, the Regional Occupational Program (ROP) or the adult school.

Vocational classes are identified in the ITP by DOT occupational category and are to be relevant to the career goal of the participant and are to complement the work experience component. Participants are not compensated for vocational classes. In most cases, a vocational class is to last a minimum of one semester. Vocational classes are not required during the summer but are encouraged.

The educational component provided by the schools is a required condition for program participation and must be equal to, or greater than, the amount of time spent per week in the work experience component. The educational component includes those basic educational courses required for high school graduation and/or remedial courses providing preparation for the GED or proficiency examinations. The family of the participant, where possible, will be included in a program orientation and in the development of the ITP by the service provider.

The employment component of not more than two hundred fifty (250) hours Student Tryout Employment in the Private Sector (STEPS) will provide a limited number of trainees with a limited experience in the private-for-profit sector. Trainees may work 28 hours per week during the summer months and an average of 10 hours per week during the school year. In no case may a STEPS trainee work more than 20 hours per assignment. STEPS positions will be different from public-sector worksites in that these positions will provide an opportunity for which a trainee would not typically be hired because of their youth, lack of experience, or other barriers.

EXHIBIT 17

CAREER EXPLORATION FOR LEARNING DISABLED STUDENTS

Scope: Local Level

Funding Source:
SDA Title IIA

Focus:
career exploration

Participants:
students with learning disabilities

Location: Wisconsin

Grant Recipient:
Cooperative Educational Services
Area #3, Fennimore, WI

Information Contact:
Judith Adams, School District of
Potosi, Potosi, WI 53820

Significant Features

This rural project is one of several specific applications of Project SAVE, described elsewhere in the handbook. The JTPA Coordinator for this project is also a counselor in the high school.

"The objective of my project with learning disabled students in this school is to increase the options they have when leaving high school. It has been my experience as a counselor working with these youth the past five years that they have a very limited idea of the things they could choose to do after graduation. Using Micro Skills, a guidance software program and planning sessions to expand their options, I simply expect they will be able to research lightly five occupations they would be interested in and have the abilities to be successful in, and also to have a listing of 20 other jobs they would describe as tolerable or have a moderate interest in. I have been trying to think of some way for them to carry this list of jobs, e.g. a listing in their billfold as a reminder of what they can do. I will simply evaluate my project based on the accomplishment of this task. With the assistance of Micro Skills alone it can be done."

"I was not employed as JTPA Coordinator in 1983-84, therefore I do not have a final report for that year. My 1984-85 proposal comes under Project SAVE with CESA 3."

"I do not apoligize for my simplicity. I have enjoyed working with these young people in learning disabilities classes for five years. I felt they needed more individual assistance with their planning after high school and decided to try this project."

EXHIBIT 18

IN-SCHOOL ENTRY EMPLOYMENT EXPERIENCE

Scope: Local Level

Location: Ohio

Funding Source:
Title IIA SDA

Grant Recipient:
Canton City Schools

Focus:
vocational evaluation, individual education plan, entry employment experience, employment competencies, counseling and problem solving, placement services, follow-up

Information Contact:
Jim Casner, Special Education,
Canton City Schools, 617 McKinley
Ave. SW, Canton, OH 44707

Participants:
students with mental and/or physical handicaps, 11th or 12th grade level, 17 to 21 years of age

Performance Outcomes (1983-84):

Total Enrollments	37
Terminations	37
Termination rate	100%

Performance Outcomes (1983-84) (contd.):

Types of Terminations	
Placed	25
% of Terminations	68%
Other	12
% of Terminations	32%
Slots Funded	40
% of Planned Enrollment	93%

Significant Features

This project provides high school students who are mentally and/or physically handicapped with private sector entry employment experience which can lead to permanent employment. It also provides specific skill and work competency development. Overall program goals follow:

1. The entry employment goal is to place 30 handicapped students into job training sites which are consistent with their Individual Educational Plans (I.E.P.) and have potential to yield permanent employment.

2. The educational goal is to use existing special education and vocational programs to meet I.E.P. requirements and develop academic and work skills in a realistic, practical and cost efficient manner.

3. The overall program goal is to maximize employment/training options for youth who are handicapped and build community awareness and relations in respect to the abilities of persons who are handicapped. To meet overall program goals, the following objectives and performance criteria will be met.

    A. Prior information as required by Special Education.

        1. Social and Prevocational Information Battery Test Results.

        2. Results and recommendations of 5 day Situational Vocational Evaluation.

        3. Results of "Wide Range Interest and Opinion Test"

    B. Student Objectives

        1. Each student will complete necessary applications and paper work to secure eligibility for J.T.P.A. Programs.

        2. Each student will be instructed as to potential training sites which are consistent with his/her verified interests and abilities.

        3. Each student will conduct a job/training site search. This search will be similar to looking for a job. A program explanation letter will be used as a means of introduction.

4. Each student will be interviewed by the prospective employer.

5. Each student will spend up to 4 hours doing "hands on" observation prior to signing a training contract. (Rationale: both the potential employer and student will get a first hand idea of abilities and required skills.)

6. Each student will meet attendance, punctuality and training requirements of his/her training site.

C. All students will possess the following pre-requisites:

1. Qualify for special education services.

2. Be eligible for the work-study course and receive high school credit for successful participation.

3. Possess sufficient academic skills as required by the training site and task analysis.

4. Have an I.E.P. which indicates appropriate Vocational objectives.

5. Be in a position to graduate from high school.

6. Be between ages of 17 and 21 years.

The above pre-requisites reflect State Department of Education Standards for Special Education work-study programs.

Youth Competencies for this Entry Employment Experience program and for J.T.P.A. purposes include worker traits which are required in a particular work category and worker traits which are common to most job classifications. The work study coordinators visit the work site weekly, write student competencies/evaluations, counsel the student/employer, and work toward a successful student employer match.

All students are enrolled in at least one "for credit" high school course. Standards for high school graduation are met. Senior High School Special education courses emphasize basic employment skills such as: application/tax forms, how to apply for work, work related words and vocabulary, getting along with coworkers/supervisors and money management. The entire special education curriculum is geared toward employment.

The students participate for a maximum of 20 hrs./week and 250 hrs. total. The work study coordinators pick up and monitor time sheets, school attendance records and progress in required course work. Each student is trained to look for his/her own training site as in a job search and use a program explanation letter as introductory material. Work study coordinators conduct an ongoing job market survey and send or take students to potential sites.

Staff activities for the JTPA program include:

1. Compile prior vocational evaluation and testing results.
2. Write the Individual Educational Plan (as required by law) to reflect both educational and employment objectives.
3. Conduct job market surveys to find potential training sites.
4. Perform task analyses in regard to the work procedures, academic/vocational skills required, and time/quality requirements of each particular job.
5. Match student trainees with prospective employers.
6. Instruct students in interview techniques and labor market information regarding that particular type of employment.
7. Follow up after student interviews with employers and coordinate students "hands on" observation time.
8. If all parties feel training potential exists, a list of realistic job specific training objectives will be made.
9. Coordinate academic training and on the job training in respect to the following: High school graduation requirements, J.T.P.A. youth competencies/training objectives and Special Education Individual Educational Plan (I.E.P.). Requirements in all three areas will be met.

The work-study coordinators have formed service linkages with the Bureau of Vocational Rehabilitation, Goodwill Industries, Ohio State Employment Service, Job Training Partnership Act and numerous private sector businesses. During the 1983-84 school year the work-study program had an unduplicated count of 126 11th & 12th grade students involved in work and vocational training programs. Thirty six of these students trained and worked thru the Job Training Partnership handicapped program. The JTPA funds provide participant employment compensation and participant workers' compensation insurance.

PIC Approved Youth Competencies

The following are PIC approved competencies used in this program.

COMPETENCY AREA: Basic Education

INDICATOR: The participant will demonstrate acceptable academic (reading, math, measuring, etc.) skills as required by the particular job training site.

BENCHMARK: Sufficient academic skills or compensating abilities to do required work tasks.

ASSESSMENT/VERIFICATION: Observation and weekly indications of academic skills as required by the work tasks.

PROCEDURES: Procedures to meet criteria will vary according to the type of work task, but will in appropriate situations be met through in school activities such as reading lab, tutoring and/or one to one instructional activities.

MATERIALS: Flash cards, measuring devices, worksheets and/or instructor made materials.

COMMENTS: The ultimate evaluation will be if the student acquires sufficient academic skills to be academically competent for that particular job.

COMPETENCY AREA: Job Specific Skills

INDICATOR: The participants will demonstrate acceptable time and quality standards for their particular work tasks.

BENCHMARK: Industrial standards or production standards of that training site and potential employer.

ASSESSMENT/VERIFICATION: Observation or statistical evaluation if appropriate and weekly indications by the employer regarding time and quality production.

PROCEDURES: Procedures to meet criteria will vary with the type of training site, and instruction will be on the job as deemed appropriate by weekly evaluation.

MATERIALS: Depending on work/training site.

COMMENTS: The ultimate evaluation will be if the student attains sufficient time and quality standards to be retained by the employer or recommended by the employer to continue a job search in that work category.

COMPETENCY AREA: Work Maturity Skills

INDICATOR: The participant will demonstrate acceptable attendance, punctuality and social skills as required in all working situations.

BENCHMARK: A 90% standard will be used for attendance and punctuality. A successful working relationship with co-workers and supervisors is the standard for social areas.

ASSESSMENT/VERIFICATION: Observation and weekly indications by the employer.

PROCEDURES: If problems are indicated, counseling techniques will be used to correct deficiencies.

MATERIALS: N/A

COMMENTS: The ultimate evaluation will be if the student becomes sufficiently reliable and socially acceptable to be retained by that training site or recommended by the employer to continue a job search in that work category.

EXHIBIT 19

JTPA WORK EXPERIENCE PROGRAM

Scope: State School for the Deaf

Location: Alabama

Funding Source:
Title IIA 8% Education
Coordination Grants

Grant Recipient:
Alabama Institute for the Deaf
and Blind, 205 E South St., P.O.
Box 698, Talladega, AL 35160

Focus:
pre-vocational program,
community work experience
internships, evaluation,
vocational training, job placement

Information Contact:
John O. Jernigan, Alabama Institute
for the Deaf and Blind, 205 E.
South St., P.O. Box 698, Talladega,
AL 35160

Participants:
hearing impaired youth of high school age

Performance Outcomes:
Proposed positive termination rate 75%

Based on attainment of at least two of the four criteria that follow:

1. Completion of the work experience program which in turn enables the student to make a decision as to the vocation he or she would prefer to pursue, whether related to the work experience assignment or not.
2. Demonstrated gain in competency as measured by the pre-vocational evaluation administered prior to and immediately following the work experience assignments of the student.
3. Entry into a vocational training program related to those work experience assignments of the student.
4. Placement into a entry level job related to the assignments of the students in the Work Experience Program.

Significant Features

The "Work Experience Program" enables eligible students at the Alabama School for the Deaf (ASD) to participate in at least three unpaid work experience assignments with community businesses during the school year. These work experiences enhance students' abilities to make their own vocational choices. Project objectives follow:

1. To increase a student's awareness of job skills in careers of their chosen vocational cluster. Each eligible student will participate in at least three work experience assignments within a particular career area during the school year.

2. To provide each student eligible to participate in this program with the reality of working with non-hearing impaired individuals to develop appropriate understanding of these work situations and to develop appropriate attitudes and values for these situations.

3. To provide the student with an opportunity to develop decision making skills as they relate to their own vocational goals. 75% of the students will list five reasons for moving into three different work experience situations of their choice during the school year.

4. To assist students in developing better personal worker traits and to be better prepared to participate in a vocational training program. 75% of students will score at least 94 on the full Pre-Vocational Evaluation Form dealing with knowledge of appropriate worker traits preparing students for vocational training programs.

Not only staff members support and assist the student in the work situation. Parents, employers and Vocational Rehabilitation staff also contribute to the students work place adjustment. The "Work Experience Program" is part of the school's pre-vocational training which leads to participation in specific vocational training. All students at ASD, even if they are college bound, participate in vocational training as part of their individualized educational plan.

EXHIBIT 20

HARRIMAN OCCUPATIONAL HIGH SCHOOL
JOB TRAINING PARTNERSHIP ACT PROGRAM

Scope: Local Level

Funding Source:
Title IIA, school district

Focus:
orientation to vocational classes and world of work, guidance and counseling, basic education, vocational training, on-the-job training, and job placement

Participants:
youth with mental retardation and economic disadvantages, ages 16-21

Location: Tennessee

Grant Recipient:
Harriman City School System

Information Contact:
James D. Settles, Principal,
Harriman Occupational High School,
Route 6, Box 33, Harriman, TN 37748

Performance Outcomes:

1983-84 Harriman Occupational High School
Program Seniors Total number 19
Employed: 11 (58%)
Postsecondary Education 1 (6%)
Unemployed: 7 (36%)
Projected performance standards (1984-85) for Harriman City Schools Total Program youth (16 through 21)
Entered Employment Rate 41 (60%)
Positive Termination Rate (90%)
Cost per Positive Termination $381.14

Significant Features

The Harriman Occupational High school (HOHS) JTPA program is basically an extension of a program started over thirteen years ago. The Vocational Rehabilitation Department, Department of Special Education, Vocational Education, Harriman City Schools, and Roane County Schools set up the program to serve the special education students with mental retardation. H.O.H.S. was established to serve students from the city of Harriman and Roane County. The basic goal of the program is to work with the students until they are successfully employed.

The students at H.O.H.S. are provided with basic education and vocational shop classes. All of their basic and vocational classes are based upon objectives included in the Individual Education Plans (IEPs) which are developed by multidisciplinary teams consisting of teachers, parents, and at times, the student. Each student serves an orientation period of approximately six weeks in each of the vocational classes to help in decision making for future vocational studies. This is for both male and female students. higher grade students choose vocational areas in which to spend more time.

Seniors are in the classroom for half the day and spend the other half at an OJT station. The employers of these students (the OJT stations) receive eighty dollars ($80) per month to train the students. This money is given to the OJT employer by the Vocational Rehabilitation Department, and the employer gives the money to the student in the form of wages. Therefore the money is used as an incentive to help keep the students in school. Besides the money, the students also receive academic credit for OJT.

The JTPA has provided funds to ease the workload on the teachers at H.O.H.S. It has funded a Job Placement Coordinator position. His job includes arranging for OJT employers, helping graduating seniors find jobs, etc. Four teacher aides have also been hired through the JTPA. These aides have reduced the teacher-student ratio, especially in the shop classes. Shop teachers can now have a smaller group to work with while the aide is working with the rest of the class on a particular project. This has greatly enhanced the safety factor in the shops.

There are two high schools in the Harriman City School System. The JTPA funding serves both high schools, HOHS and Harriman High School. Goals and objectives of the Harriman City Schools total JTPA program follow:

A. Goals

1. To help students make wise and realistic choices in regard to future employment and to prepare them for a successful job experience.

2. To provide help to job-ready graduating high school students in securing jobs and in continued employment.

3. To train handicapped and disadvantaged students so they will be employable and self-sufficient after graduating from high school; to develop the skills which are needed for employment in local business places and industries.

B. Specific Objectives

1. To provide students with training and guidance in job-seeking and job-holding skills.

2. To provide closer supervision and counseling in in-class as well as on-the-job training.

3. To provide more job placement efforts on behalf of students and follow-up on student and graduate effectiveness on the job.

4. To help students make wise decisions regarding training for future employment.

5. To help students learn about various career opportunities and the job requirements for each one.

6. To provide students with current data and information concerning area job opportunities.

7. To assist in the instruction of students in job-seeking and job-keeping skills.

8. To provide more on-going contact with local businesses and industries to determine their needs in order to facilitate the planning of training opportunities for students.

9. To provide closer coordination with agencies which provide assistance to handicapped and disadvantaged students.

10. To work with community agencies and the home in helping students make job training choices and in finding employment.

11. To help job ready students with high probability of employment success find gainful employment upon graduation.

The job training counselor/placement coordinator serves students at the two Harriman City high schools. This coordinator provides guidance and training to participating certified students and helps them secure jobs upon graduation. He/she works full-time during the school year and part-time during the summer in order to provide help and follow-up with on-the-job training and placements. The Job Placement coordinator has the following general job responsibilities:

1. Responsible for the certification of eligibility of JTPA student participants.

2. Provides JTPA students with guidance in planning for entry into the job market. This may be classroom, small group, or individual counseling.

3. Provides JTPA students with opportunities to learn about careers and job opportunities, and how to prepare for them.

4. Conducts field trips for JTPA students in order for them to learn about jobs and training opportunities.

5. Works cooperatively with classroom teachers, counselors, and librarians to teach students job seeking and job keeping skills.

6. Works with H.H.S., Job service, H.O.H.S., the JTPA staff at Roane State, professional school personnel, employers, public agencies, and the community to coordinate activities of the JTPA program.

7. Participates in teacher inservice and other professional activities.

8. Provides JTPA students with job applciations, assistance in filling out applications, and transportation to job interviews (if this is needed).

9. Works with local, state, federal agencies, and school personnel to assure JTPA monitoring compliance.

10. Maintains an accurate inventory of supplies and materials purchased by JTPA for use by the coordinator in the training of students and for conducting the program.

11. Responsible for the On-the-Job Training (OJT) Program for the JTPA seniors at H.O.H.S.

12. Develops goals and objectives for the H.O.H.S. On-the-Job Training Program.

13. Responsible for in-depth assessment of the JTPA students - their needs, aptitudes, abilities and interests.

Individual Educational Program (IEP) - SAMPLE

(F) ANNUAL PROGRAM GOALS and the MEASURABLE INTERMEDIATE STEPS
Use a separate page for each deficit and annual goal.

Deficit Area: Vocational Skills in Job training

Annual Goal: To learn to be dependable and efficient on the job; to learn job skills so that a minimum amount of supervision is needed.

Personnel Responsible: Edward Fritts

Intermediate Steps	Criteria for Mastery	Target	Performance Levels
John Doe will work at Ludlow's Woodwork Shop 2 hours each day. He will begin as a helper cabinet maker and will advance to finishing and installing cabinets. Occupational code: 48.0801	John Doe will master with a minimum of 70% accuracy (with a goal of 90% or above) the guidelines as evaluated every 6 weeks by the progress training report	May, 1985	

Specific materials, supplies, or equipment necessary to this goal;
OJT employer will provide a work location and items necessary for training.

TRAINING PROGRESS REPORT
for
Personal and Vocational Adjustment Training

Each answer has a numerical value. The numbers are added up and that will be the student's score (except for points deducted for unexcused absences). This form is given to the OJT employer each six weeks. The scores will be the student's grade for that six weeks in OJT.

Name of Trainee ______________________ Type of Training Situation __________

ATTENDANCE - Number of days present ___ absent ___. If absent, were absences excused? Yes ___ No ___

Circle one of the four statements under each item which best describes the trainee's attitude or performance.

1. COOPERATION - ability to get along with others.
    - a. Usually gets along with others.
    - b. Sometimes pulls against rather than works with others.
    - c. Cooperates willingly.
    - d. Is difficult to handle.

2. INITIATIVE - tendency to go ahead.
   a. Does routine work acceptably.
   b. Does work fairly well by himself.
   c. Takes very little initiative, requires urging.
   d. Looks for things to learn and do.

3. COURTESY
   a. Usually is polite.
   b. Has been discourteous to public and staff.
   c. Is not particularly courteous in action or speech.
   d. Is very courteous and considerate of others.

4. ATTITUDE TOWARD CRITICISM
   a. Resents criticism.
   b. Pays little attention to criticism.
   c. Profits by suggestions.
   d. Accepts criticism, but does nothing about it.
   e. Asks for constructive criticism.

5. NEATNESS AND PERSONAL GROOMING
   a. Should make effort to improve appearance.
   b. Looks neat most of the time.
   c. Often neglects appearance.
   d. Is attractive and pleasing in appearance.

6. KNOWLEDGE OF JOB
   a. Has learned necessary routine but needs supervision.
   b. Needs little or no supervision.
   c. Has not tried to learn job.
   d. Shows desire to learn more about his job.

7. ACCURACY OF WORK
   a. Is extremely careless.
   b. Is as accurate as the average employee.
   c. Is frequently inaccurate and careless.
   d. Follows through his job with a high degree of accuracy.

8. WORK HABITS
   a. Wastes time occasionally.
   b. Is industrious; keeps busy.
   c. Often wastes time.
   d. Is fast and efficient.

To help make your student a better employee, is there anything else that is not covered in this rating sheet that you would like to comment on?

In your estimation, has this trainee improved, ____ stayed the same __________ or become lax since his previous rating _______

SUPERVISOR ________________________
DATE ___________________

EXHIBIT 21

EMPLOYABLE SKILLS DEVELOPMENT

Scope: Local Level

Funding Source:
SDA Title IIA; local agency funding

Focus:
employability skills

Participants:
12 students who are handicapped

Location: Florida

Grant Recipient:
Tri-party contract between the PIC, the Judy Andrews Center, and the local Naval Air Station

Information Contact:
Diana Page, DOT Program
Coordinator, Judy Andrews Center,
School for Exceptional Student
Education, 129 N. Merritt St.
Pensacola, FL 32507

Significant Features

Beginning in October, 1984, a tri party contract was developed with the Judy Andrews Center, the Private Industry Council and the Naval Air Station. The purpose of the program is to assist students to develop employable skills that are not taught at the Judy Andrews Center. Twelve students have been selected for the program. These students attend school part time and work part time. When they complete this program, the Judy Andrews Diversified Occupational Training (DOT) Coordinator finds a permanent work site for the students. (See description of this program, entitled "Private Industry Council/Diversified Occupational Training", which follows.)

EXHIBIT 22

PRIVATE INDUSTRY COUNCIL/DIVERSIFIED OCCUPATIONAL TRAINING

Scope: Local Level

Funding Source:
Local School District, SDA Title IIA

Focus:
on-the-job training

Participants:
individuals with various handicaps (specific learning disabilities, mental retardation, speech/ language impairment, hearing impairment, physical handicaps)

Location: Florida

Grant Recipient:
Individual employers who provide OJT to JTPA eligible handicapped students

Information Contact:
Diana Page, Program Coordinator,
Judy Andrews Center, School for
Exceptional Student Education,
129 N. Merritt St., Pensacola, FL
32507

Significant Features

The Escambia County School District, as part of its Exceptional Student Education program, developed a program linking special education and vocational education. Diversified Occupational Training (DOT) coordinators were hired by the school district to select, counsel and provide training opportunities for exceptional students. A vocational evaluator was also hired to evaluate students and to provide that data to the DOT coordinators for placement information and for Individual Education Plans for curriculum development.

During 1983-84, the four part program operated in the following manner.

I. Selection: The DOT Coordinator selects students utilizing the following criteria. The student must: a) have a vocational aptitude; b) be at least 16 years old; c) be an Exceptional Ed. student; and d) have successfully completed a formal or informal work experience.

II. Vocational Evaluation: A two day evaluation is administered to students to determine and analyze students' interests and aptitudes. The following instruments may be utilized: a) Picture Interest Exploration Survey (PIES); b) Wide Range Achievement Test (WRAT); c) Talent Assessment Program; and d) Jewish Employment and Vocational Service (JEVS) Work Sample System.

III. Prior Work Experiences: To count as "prior work experience" the student must have received a satisfactory recommendation from a previous employer. This may be accomplished through several means.

1) The student may work in an on-campus position for one to two hours a day. In this capacity the student works for a minimum of one semester, academic credit and no pay.

2) The student may work in a position in the public sector, such as hospitals, postsecondary education, etc., for a minimum of three hours per day. In this capacity, the student works for a minimum of one semester, receives academic credit and no pay.

3) The student may participate in the Summer Youth Program, sponsored by JTPA.

4) The student may have acquired work experience on his/her own.

IV. On-the-Job Training: On-the-Job Training opportunities, in accordance with JTPA regulations, are provided to successful students. The DOT coordinator selects the student and does the job development. Before being placed in an OJT situation, each student goes through the intake process provided by the Pensacola Chamber of Commerce, which administers the JTPA programs for Escambia County. The student may be accompanied by his or her parents while being processed at the intake center. Once the student is placed on a job, the PIC notifies the employer that he or she (the employer) may be reimbursed for up to 1/2 of the student's training costs.

Students may attend school part-time and work part-time (30 hours or more), or, if they have completed their coursework, they may work full-time.

About 250 students were served in this program during the 1983-84 school year, including the summer program (1984). The length of an individual's training program varied with the type of job. Most are between three and six months in length.

Results

Eighty percent of those who completed the program during the 1983-84 school year are working in permanent jobs.

Changes for 1984-85

DOT staff are working more closely with Vocational Rehabilitation in an effort to assist the more severely handicapped students. Vocational Rehabilitation, through its YIPER Program, offers a more in depth work evaluation and continuum of services for eligible students.

EXHIBIT 23

IN-SCHOOL YOUTH EMPLOYMENT SERVICES (ISYES)

Scope: Local Level

Funding Source:
SDA Title IIA

Focus:
pre-employment skill training, OJT and tryout employment

Participants:
132 JTPA eligible youth who will be completing school during the 1984-85 school year

Location: California

Grant Recipient:
Alameda County Superintendent of Schools

Information Contact:
Miguel Chavoya, Alameda Co. Supt. of Schools, 313 W. Winton Ave.,
Hayward, CA 94544

Significant Features

This program is not designed specifically for students with handicaps, but it and the "In-school Job Placement Program for Students" together serve about 150 handicapped youth.

Program Goal:

To provide pre-employment skills training, try-out employment and on-the-job training in the private sector for in-school youth who might not be able to continue school and, in so doing, assist in the completion of each youth's education and ease the transition from school to work.

Program Objectives:

1. To individually assess the educational needs and employability barriers of each participant; to develop a suitable mix of program activities that will address these needs and barriers;

2. To gain the active involvement of all Alameda County Training and Employment Board (ACTEB) area school districts in providing JTPA services to in-school youth;

3. To develop and maintain cooperative agreements with each school district to assure equitable service to all youth and coordinate financial resources;

4. To develop, implement, test, and evaluate various approaches for provision of services and assistance to ACTEB's eligible youth population. Ultimately, to combine first-hand operational experience with ongoing youth research and analysis so as to develop an overall ACTEB youth training strategy encompassing in-school and out-of-school programs, year-round and summer programs.

5. To develop and maintain a network of youth-serving agencies that can assist in program planning, establishing policies and guidelines, recruiting youth, providing support services, and advocating for youth.

Design Paramenters:

1. Available Funds: $236,842 for twelve months

2. Average Cost per Participant: $1,794

3. Estimated Number to Be Served: 132

4. Program Duration: From July 1984 - June 1985

5. Performance Requirements: Entered Employment Rate: 60%

6. Target Group: In-School youth who will be completing school during the school year 1984-85, and are economically disadvantaged residents of the ACTEB Service Delivery Area (Alameda County except Oakland).

7. Allowable Activities

   - outreach and recruitment
   - assessment testing and counseling
   - pre-employment skills training
   - occupational career and vocational exploration
   - basic life skills training
   - labor market information
   - try-out employment
   - on-the-job training
   - job seeking skills training
   - job placement
   - job holding and survival skills training

EXHIBIT 24

IN-SCHOOL JOB PLACEMENT PROGRAM FOR STUDENTS

Scope: Local Level

Funding Source:
SDA Title IIA

Participants:
250 JTPA eligible in-school youth and adults who are planning to graduate during the 1984-85 school year from ROP/ROC, vocational training classes or community colleges

Location: California

Grant Recipient:
Alameda County Superintendent of Schools

Information Contact:
Claudette Inge, Alameda County Superintendent of Schools, 313 W. Winton Ave., Hayward, CA 94544

Significant Features

This program is not designed specifically for handicapped students, but it and the "In-school Youth Employment Services" (ISYES) program serve a combined total of about 150 handicapped youth.

Program Goal:

To provide job placement assistance to graduating high school seniors and adults who are receiving training through the public schools, vocational training classes, and the community colleges.

Program Objectives:

1. To assess each participant individually regarding the type of training being received and the type of placement desired.

2. To provide effective job development for participants already being trained by the school districts and the community colleges.

3. To encourage and assist economically disadvantaged youth to participate with ROP/ROC and vocational training classes.

4. To develop and maintain a job development network among the schools participating in the program. In order to avoid unnecessary duplication of effort and/or repeated contacts of the same employers by different job developers funded by the Alameda County Training and Employment Board (ACTEB), all participating school districts are expected to enter into a cooperative agreement to exchange information regarding their job development activities. This coordination takes place under the guidance of a Steering Committee headed by the ACTEB Youth Planner.

5. To develop, implement, test, and evaluate various approaches for provision of services and assistance to ACTEB's eligible youth population. Ultimately, to combine first-hand operational experience with ongoing youth research and analysis so as to develop an overall ACTEB youth

training strategy encompassing in-school and out-of-school programs, year-round and summer programs.

6. To develop and maintain a network of youth-serving agencies that can assist in planning programs, establishing policies and guidelines, recruiting youth, providing support services, and advocating for youth.

Design Paramenters:

1. Available Funds: $309,160
2. Average Cost per Participant:* $1,250
3. Estimated Number to Be Served:* 250
4. Program Duration: September 1984 - June 1985
5. Performance Requirements: 60% for youth 16-21; 70% for adults 22 and above
6. Target Group: In-school youth and adults who are planning to graduate during the 84-85 school year from ROP/ROC, vocational training classes or community colleges. They must also be economically disadvantaged residents of the ACTEB service delivery area.

*Does not include the classroom training being provided by Amador JUHSD and Fremont USD grandfathered in under this program.

EXHIBIT 25

JOB CLUB FOR GRADUATING HANDICAPPED PERSONS

Scope: Local Level

Funding Source:
SDA Title IIA

Focus:
school to work transition

Participants:
40 handicapped youth

Location: Ohio

Grant Recipient:
Board of Education of the Cleveland City School District

Information Contact:
Robert G. Keim, Ph.D., Assistant Supervisor, Work Study, Cleveland Public Schools, Vocational Opportunity Center, 10308 Baltic Rd.,
Cleveland, OH 44102

Significant Features

Amount Requested: 8,352

Note: The following is an exerpt from a lengthy contract entered into between SDA #20 and the Cleveland City Schools' Board of Education.

SCOPE OF TRAINING SERVICES

I. Authorization for Training Service Agreement

The contractor, Board of Education of the Cleveland City School District, whose principal place of business is 1380 East Sixth Street, Cleveland, Ohio 44114, shall conduct authorized JTPA training services for the SDA #20 Administrative Entity at 10308 Baltic Road, Cleveland, Ohio 44102.

These authorized training services are described in Section 205 (e) (1) and (2) of the Act, wherein the services performed under this agreement are described as "provision of occupational information," "short-duration job search assistance," "job clubs," and "placement and job development." Federal Regulatory authorization for the instant training services is contained in 20 CFR 630.1 (c).

Recipient (or "the Governor's") authorization for the performance of such JTPA training services is contained in Section II 7 (b) (1) Job Training Plan for SDA #20 (JTP).

As required by Section 103 (b) (2) (B) of the Act, the Cleveland/Cuyahoga County Private Industry Council (C/CCPIC) authorized administration of such training under Title II, Part A, on June 26, 1984 by virtue of a certain resolution. Further internal SDA administrative entity authority to enter into the instant agreement was authorized by the Cleveland City Council by virtue of Ordinance #1434-84, passed June 18, 1984.

II. Description of Training Services

The contractor shall perform School-to-Work Training Assistance providing labor market information; job-seeking skill training; job-retention skill training; job search assistance; job development; and job placement services.

III. Program Operational Requirements

1. Applicant Intake, Assessment, and Referral

Applicant intake, assessment, eligibility determination, and referral services shall be performed by the Board of Education of the Cleveland City School District (CBOE) in conjunction with the local District Office of the Ohio Bureau of Employment Services (OBES). These services shall be performed consistent with Sections II 1 b and c of the JTP and the applicable provisions in the SDA Administrative Entity's contracts for such services with CBOE and OBES.

2. Participant Enrollment

The contractor shall enroll only JTPA-eligible participants as required by Section 203 (a) of the Act. Eligible participants must be handicapped either mentally, physically, visually or have a hearing handicap.

The contractor shall report participant enrollment data to the SDA administrative entity consistent with the participant reporting procedures of the SDA administrative entity as required by Section 20 of the General Provisions herein and Section V herein.

The contractor may enroll a total of 40 participants pursuant to the schedule below during the contract training period. Participant non-positive termination, whether voluntary or for infraction of contractor training terms, shall also be reported in accordance with the SDA Administrative Entity's procedures discussed in the previous paragraph. The contractor shall enroll at least 36 participants in order to receive the maximum reimbursement per participant. Thus, 4 participants (see schedule) shall be deemed an authorized over enrollment.

Dates for Enrollment	Number of Required Enrollments	Number Authorized Over-Enrollments	Total Authorized Enrollments
7/2/84	36	4	40

3. Training Period and Schedule

The contractor shall conduct training services for participants from July 2, 1984 through August 10, 1984 from 8:30 a.m. to 12:30 p.m., Monday through Friday, except for July 4, 1984 (Independence Day) which shall be deemed an authorized holiday.

The contractor shall instruct participants in the following subject areas during the first two weeks of training.

a. Training in Job-Seeking Skills

- locating job availability
- job interviewing/including how to prepare for an interview and how to complete a job application
- appropriate dress
- appropriate behavior on the job
- appropriate attitude toward the job
- determining appropriate employment
- relationships with fellow employees
- relationships with supervision
- how to succeed on the job
- how to retain a job

b. Preparation of Appropriate Job-Seeking Plan

The contractor shall instruct the participants in accordance with the subject areas above so that participants can design an appropriate Job-Seeking Plan. In order to be determined appropriate, a Job-Seeking Plan (JSP) must contain the following elements:

- Vocational Determination
- Skills necessary to obtain the determined Employment Position; and
- Minimum Professional and Educational Qualifications for the Employment Position
- A resume containing the participant's employment and Educational Background and the Employment Objective.

c. The contractor shall assist participants in a self-directed job search or job club during the remaining four (4) weeks of training. The contractor's instructors shall provide instruction and counseling to participants during the job-club training so that participants employ the job-search techniques learned during the first two weeks of training.

4. Participant to Instructor Ratio

During all individual classroom situations, the contractor shall provide at least one instructor (i.e., Work Study (Instructional) Consultant for every ten (10) participants.

5. Personnel Responsibilities

During the performance term of this agreement, the contractor shall maintain the following staff positions in order to perform the training services required by this agreement.

Job Title	Number of Staff Required
Assistant Supervisor, Work Study	1

During the training period specified in Sub Section 3 herein, the contractor shall maintain the following additional staff positions in order to perform the training services required by this agreement.

Job Title	Number of Staff Required
Work Study (Instructional) Consultants	4

6. Participant Terms and Conditions of Training

The contractor shall serve each participant a copy of the training rules of behavior or terms and conditions of training. Such rules shall clearly define minimum attendance requirements; rules of classroom behavior; requirements of training; desired levels of achievement; and causes and procedures for termination. The contractor shall also maintain an executed acknowledgement of participant receipt of such rules for a period of three (3) years from the termination of this agreement in accordance with JTPA record retention requirements.

7. Method of Participant Assessment

The contractor shall assess participant comprehension of instructed subject matter by review of Job-Seeking Plans. The plans shall be determined appropriate, if they at least contain the elements described in Sub Section 3, b herein.

The contractor shall also allow a designated Contract Specialist, Special Project Coordinator, auditor of the Monitoring and Evaluation Unit, or other personnel from the SDA Administrative Entity to review all appropriate Job-Seeking Plans.

Consistent with 20 CFR 629.35 (a), (b), (d), (e), and (f), the contractor shall maintain all Job-Seeking Plans for a period of at least three years after the termination of this agreement. In the event the contractor ceases operations, or for any reason cannot continue to maintain any pertinent records related to performance under this agreement, the contractor shall formally turn over such records to the SDA Administrative Entity for safekeeping consistent with 20 CFR 629.35 (g).

8. Successful Participant Completion

In order to successfully complete training, participants must have prepared an appropriate Job-Seeking Plan, must have scheduled at least three (3) job interviews, and must have attended at least one (1) job interview. Participants placed in accordance with the placement definition below that do not complete training as described above may also be deemed successful completions. Thirty-two (32) participants must successfully complete training in order to receive maximum payment for Successful Completion.

For purpose of definition for federal, recipient, and SDA Administrative Entity reporting purposes, successful completion shall mean Positive Termination. Thus, the contractor shall have a Positive Termination rate of 88%.

9. Placement in Employment

The contractor shall assist participants that have been instructed in the subject matters described in Sub Section 3, b herein in self (or participant) directed job search.

In order to be determined a placement, enrolled participants must be placed in unsubsidized (full-time 32 hours per week or more) or (part-time, no less than 10 hours per week) jobs at a wage rate of at least $3.35 per hour. Participants must be retained in these jobs at least three (3) calendar weeks in order to be deemed placements in accordance with this agreement. This definition is for the contractor's reporting purposes only. Participants placed in jobs as defined herein that do not meet the criteria in Sub Section 3 b or 8 herein may also be reported as if such criteria was met, as long as placement is in accordance with the above definition.

IV. Inventory Maintenance

The contractor throughout the training period shall maintain at least the equipment, materials, and other physical inventory listed on

Exhibit "A" herein at the training site. Participants shall have full access to and use of such material and equipment for all purposes related to training.

V. Contractor Reporting Requirements

A. Report of Participant Completion of Appropriate Job-Seeking Plan

After participants have completed an appropriate Job-Seeking Plan, the contractor shall submit a listing of the participants that have completed an appropriate JSP. This list must only include the participants that completed a JSP that contains the elements described in Section III, 3 b herein. The listing shall also include the Social Security Number of the participants.

B. Report of Participant Successful Completion

The contractor shall also submit a listing of the names and Social Security Numbers of the participants that successfully completed training. This listing shall also report the number of job interviews that each participant arranged and attended. Documentation in support of the data reported herein shall also be maintained by the contractor as described in Section III, 7 herein.

C. Report of Participants Placed in Employment

At the conclusion of the training period, the contractor shall submit a listing of the names and Social Security Numbers of the participants placed in unsubsidized employment. Participants reported herein must be placed in accordance with the definition contained in Section III, 9 herein. This list shall also contain:

1. the name of the employer;
2. the address of the employer;
3. the name of the employer contact that verified the participant's employment;
4. the date the participant was hired;
5. the employment position and rate of pay; and
6. whether the participant was a recipient of welfare benefits prior to employment

VI. Method of Payment

Contractor:
Funding Source: SDA #20/City of Cleveland JTPA II-A
Total Contract: Amount: $8,352.00
Cost Category: -0- Administration
$8,352.00 Training

JTPA Training Activity	Exemplary Youth/School-to-Work Transitional Assistance	Other/Training/Youth
Contract Performance Term:	Programmatic July 1, 1984 - September 14,1984	Fiscal

A. Performance Measure

	Maximum Number of Reimbursable Units of Service		Fixed Unit Price	Total Maximum Payment	Allocation to Benefiting Cost Category*	
					Admin.	Training
Completion of appropriate Job-Seeking Plan	(a)	36	77.34	2,784	-0-	100%
Successful Completion	(b)	32	87.00	2,784	-0-	100%
Placement	(c)	16	174.00	2,784	-0-	100%

B. Definition of Performance Measures

(a) "Completion of appropriate Job-Seeking Plan": Reimbursable units of service to be reported upon after participants complete an appropriate JSP. To be determined appropriate, a JSP must contain the elements described in Section III, 3 b herein.**

(b) "Successful Completion": Reimbursable units of service to be reported upon for participants that completed an appropriate JSP and scheduled at least three (3) job interviews and attended at least one (1) job interview.**

(c) "Placement" Reimbursable units of services to be reported upon after conclusion of the training period. At least "8" participants reported as placements must have been employed for at least three (3) calendar weeks in unsubsidized full-time (32 hours per week or more) employment at a wage rate of $3.35 per hour. Five participants reported upon may be employed in part-time positions (no less than 10 hours per week). Placements reporting must be in accordance with Section V, C herein, as defined by Section III, 9 herein.

* All costs, defined in JTPA regulations or by the Recipient as costs assignable to the JTPA administrtion cost category associated with the administration of this program, shall be assumed by the contractor. Thus, all JTPA funds paid pursuant to this contract shall be for payment for the training of participants as defined by applicable provisions herein.

** Participants that do not necessarily meet the criteria for Performance Measures (a) and (b), but meet the criteria in Performance Measure (c) may be reported in connection with both (a) and (b) as long as they comply with the criteria in (c).

C. Invoicing for Reimbursable Units of Service

The contrctor shall request payment from the SDA Administrative Entity by providng an Assurance clause on the reports described in Section V herein. Said assurance shall attest to the accuracy of the reported data, and shall be executed by an authorized representative of the contractor.

EXHIBIT 26

THE HANDICAPPED STUDENT PROGRAM

Scope: Local Level

Location: Virginia

Funding Source:
SDA Title IIA

Grant Recipient:
Portsmouth Public Schools

Focus:
on-the-job training

Information Contact:
Ruth Karangelin, Secondary
Education Center, 600 Tazewell St.,
Portsmouth, VA 23701

Participants:
40 youth with handicaps

Significant Features

Proposal Summary

There is no technical training for clients in this program other than basic job skills. This training program insures that in-school handicapped youths are adequately trained in employability skills which allow them to work jobs that do not require technical skills.

The occupational areas in which trainees will be employed upon successful completion of the proposed training program are as follows:

1. Day Care
2. Janitorial
3. Grocery Stockers/Baggers
4. Pest-Control
5. Nursing Homes
6. Office Assistance

Indicate the number of classes to be offered, the number of trainees to be enrolled in each class, and the duration of each class for each occupational area you are proposing to train:

Occupational Area	# of Classes	# of Trainees Per Class	Duration of Each Class
Work/Study	2	15	18 weeks
Job Skills	1	10	36 weeks

The total amount of funding requested is thirty-nine thousand three hundred and eight ($39,308) dollars.

Participants will be expected to successfully complete the job application/interview process and will receive individualized instruction until they are capable of doing so or will be considered for an alternative type of placement. Progress will be monitored by use of direct observation.

To be recommended for participation in this program the participant must be at least sixteen (16) years of age, economically disadvantaged, and have a certified handicap,

The private sector is involved in the hiring of participants, serving as guest speakers, and judging contests held at the Secondary Education Center.

In the provision of work habituation and employability skills, it is a goal of the program to insure that each participant receives the following training:

1. The necessity of being to work on time
2. The importance of calling in when absent.
3. Attitudes and behaviors necessary for success.
4. The importance of following written and oral directions.
5. Dressing properly for work.
6. How to set goals.
7. Techniques for locating potential employers.
8. Requirements for locating a job.
9. Interviewing techniques.
10. The importance of getting along with others at work.

In attaining these objectives each participant will devote five (5) hours per week in the enhancement of their work habituation and employability skills.

Performance Standards

The total number of participants to be enrolled in the program is forty (40).

Twenty-four (24) participants are expected to obtain employment.

Twenty-four (24) participants will obtain training related employment. (60% of participants will get jobs)

Forty (40) participants are expected to complete training.

The expected entry wage will be three dollars and thirty-five cents ($3.35) for those participants securing training related employment.

The total cost per participant served in the proposed program is nine hundred eighty-three ($983.00) dollars.

JOB SKILLS
(36 Week Course Outline)

I. Introduction (3 weeks)
  A. Orientation: rules and regulations
  B. Why we work

II. Finding job openings (5 weeks)
  A. Finding the right job
  B. Things you need when you look for a job

III. Applying for the job (5 weeks)
  A. Contacting employers
  B. The application form

IV. Interviewing for the job (5 weeks)
  A. Preparing for the interview
  B. Questions asked in an interview
  C. Reasons people are not hired
  D. Interview follow-up

V. First days on the job (5 weeks)
  A. Good Appearance
  B. Using time wisely
  C. Doing job well

VI. Getting along with Employer & Co-Workers (5 weeks)

VII. Safety on the job (4 weeks)

VIII. Your take-home pay (6 weeks)
  A. Taxes
  B. FICA Deductions
  C. Social Security benefits
  D. How to fill in a tax return

WORK STUDY
(18 week Course Outline)

I. Introduction (2 weeks)
  A. Orientation: rules and regulations
  B. Why we work

II. Finding job openings (3 weeks)
  A. Finding the right job
  B. Things you need when you look for a job

III. Applying for the job (3 weeks)
  A. Contacting employers
  B. The application form

IV. Interviewing for the job (3 weeks)
    A. Preparing for the interview
    B. Questions asked in an interview
    C. Reasons people are not hired
    D. Interview follow-up

V. First days on the job (3 weeks)
    A. Good Appearance
    B. Using time wisely
    C. Doing job well

VI. Getting along with Employer & Co-Workers (2 weeks)

VII. Safety on the job (2 weeks)

EXHIBIT 27

ON-THE-JOB TRAINING FOR STUDENTS WHO ARE HANDICAPPED

Scope: Local Level

Funding Source:
SDA Title IIA

Focus:
on-the-job training

Participants:
5 participants in the VWA Co-op Program who are handicapped

Location: Mississippi

Grant Recipient:
Gulfport High School

Information Contact:
Lois M. Hawthorne, Vocational Work Adjustment Coordinator, Gulfport High School, 100 Perry St.,
Gulfport, MS 39501

Significant Features

Vocational Work Adjustment Co-Op is a modified diversified cooperative education program for high school students designed to build employability skills through classroom instruction and work experience. This project is a component of that program for those students for whom training sites have not been secured. Funds received for this project are used for wages and social security benefits while students are in training with selected businesses in the Gulfport area.

This project is planned for two years. Phase I was implemented during the 1984-85 school term. Phase II, a repeat of Phase I, will be implemented during 1985-86.

Purpose

The intent of this program is to offer employability skill instruction and/or work experience to special needs students at the secondary level in a modified cooperative education setting.

Population Served

Students who have been ruled eligible for the educationally handicapped or specific learning disability classes are candidates for the VWA program.

Course Offerings

There are two curriculum offerings. Vocational Work Adjustment (VWA) Preparation is an orientation to the world of work. An overview of various aspects of employment is covered in a one-hour daily class for one school term. Vocational Work Adjustment Co-op provides one-hour daily instruction of in-depth general and employment-related instruction and from ten to twenty hours of employment training weekly for either one or two years. Individual learning styles and abilities are strongly considered.

Student Evaluation

Student performance is measured by teacher/coordinator observation, classroom performance, and employer rating sheets. A term report card is issued to reflect student achievement.

Staff

The teacher/coordinator instructs, locates jobs, makes placements, and does follow-up on student trainees. An extended contract is offered for summer employment.

Project Objectives

1. To provide an environment where employment skills can be learned and practiced.
2. To ease the transition from school to the world of work.

Student Objectives

At the end of the school term the student should be able to:

1. Identify sources of employment.
2. Complete an application for employment with 85% accuracy.
3. Recognize factors contributing to a successful job interview.
4. Explore sources providing employment training.
5. Identify basic rules for personal and occupational safety.
6. Demonstrate one's ability to arrange transportation to and from the job site.
7. Recognize qualities needed to hold a job.
8. Choose appropriate methods for handling domestic and employment problems.
9. Demonstrate one's ability to budget income.
10. Compute hours, wages and deductions.
11. Match terms to correct meanings.
12. Demonstrate one's ability to maintain or improve trainee status as evidenced on the co-op trainee's rating sheet.

Financial Requirements

Funding was received for wages and social security taxes for five students yearly for two years. Minimum wage for 15 hours of weekly training for 36 weeks was provided. The projected cost is $1930.20 per student or a total of $19,302.00.

Student Agreement

The following is a description of the student agreement which must be signed by all who take part in this program.

STUDENT AGREEMENT

You have been enrolled in the ________________ program. In order that there may be no misunderstanding, you must agree to the following regulations.

Probation Period

The probation period for each student will be two weeks starting with the commencing of the program. If for some reason a student does not fit into the program, he/she will be transferred into a regular academic program during this two-week period.

The status of the course at the time of dropping will be recorded on the student's transcript and permanent record as withdrawn passing or withdrawn failing, depending upon the grades earned up to the time of transfer. No credit will be given for less than one full year's work.

General

1. Your job must be a learning situation that will continue for at least one semester. Weekly reports and contacts with your employer will keep the school informed of your progress.
2. There shall be a written training agreement for each student covering the hours at work, salary schedule, units of work to be learned on the job and in school, and the probationary period in which the program may be terminated if the job and the student do not match.
3. Students must be paid hourly or weekly monetary wages based upon the prevailing scale of wages paid beginners in that occupation in the community.
4. Employment should conform to local, state, and Federal laws governing employment of minors in business and industry.
5. You must be employed for a minimum of three hours per day, Monday through Friday or a minimum of 10 hours per week. More than three hours per day is permissible, with the approval of the coordinator, provided the hours are continuous. Weekend employment only is not acceptable.

6. It is recommended that no student work past 10:00 p.m. on any school night. If this is necessary, on occasion, it must be approved by the coordinator.

School

1. I agree to have a medical and dental checkup by a doctor of my choice before entering the program if deemed necessary by the teacher-coordinator.

2. I agree to obtain a Social Security Card.

3. I agree to present my birth certificate as proof of age.

4. I agree to accept counseling and guidance from the teacher-coordinator cheerfully.

5. I agree that the teacher-coordinator is the recognized authority for making adjustments or changes in the job training. If I am placed on a job at the beginning of the summer, I will keep the coordinator informed of any changes in job conditions.

6. I agree to perform related study assignments.

7. ON DAYS I AM ABSENT FROM SCHOOL, I MAY NOT GO TO WORK WITHOUT THE SPECIFIC APPROVAL OF THE COORDINATOR. IT IS MY RESPONSIBILITY TO CONTACT BOTH MY EMPLOYER AND MY COORDINATOR ON THESE DAYS. FAILURE TO COMPLY WITH THIS REGULATION WILL RESULT IN A ZERO BEING RECORDED FOR THE FIRST OFFENSE AND TERMINATION FROM THE PROGRAM WITH LOSS OF CREDIT FOR THE SECOND OFFENSE.

8. I agree to be on time and regular in attendance at school and on the job.

9. I AGREE NOT TO CHANGE JOBS WITHOUT THE PERMISSION OF THE COORDINATOR.

10. I agree not to plan on a five-credit load unless I am considered by the teacher-coordinator and counselor to be capable of maintaining an acceptable academic average and meeting all job requirements.

11. I agree that if I am assigned extended session, for any reason, to make up that time according to school policy, without expecting special treatment because I work.

12. I understand that those students who have a job when applying for the program should realize that this will carry the same consideration as those students who are not employed. Students are not guaranteed entry into a program solely on the basis of having a job. If a student wishes to submit a job he/she acquired on his own for credit under one of the programs, it is understood he/she must abide by all the regulations governing cooperative training students, and the job must be approved by the coordinator.

13. Any difficulty or problem experienced on the job is to be reported immediately to the coordinator.

14. I AGREE THAT IF I AM FIRED DUE TO MISCONDUCT, ABSENTEEISM, OR ANY FAILURE ON MY PART TO PERFORM MY DUTIES PROPERLY, I WILL BE REMOVED FROM THE PROGRAM AND WILL LOSE ALL CREDIT. Each case will be considered by the coordinator, counselor and director.

15. I REALIZE THAT I AM TO LEAVE CAMPUS AFTER MY LAST CLASS, UNLESS OTHERWISE SCHEDULED, AND NOT RETURN UNTIL THE FOLLOWING DAY.

Job

1. I agree to wear the proper dress and be well groomed for the type of employment in which I am engaged.

2. I agree to work and perform all of my duties in a creditable manner.

3. I agree to represent my school well in the eyes of the community and my employer.

4. I agree to notify my employer in advance in case of a necessary absence.

VIOLATION OF ANY OF THE ABOVE RULES WILL SUBJECT ME TO DISMISSAL FROM THE PROGRAM AND LOSS OF ALL CREDITS.

It is our policy not to discriminate on the basis of race, color, national origin, sex or handicap in all programs, services, and activities covered by this application as required by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 and is our intent to operate in accordance with the provisions of all legislative Acts which currently govern the operation of vocational education programs, the regulations whereby these Acts may be implemented, and the State Plan for Vocational Education.

Signatures:

(Student)	(Parent or Guardian)
(Coordinator)	(Principal)
(Date)	(Director)

EXHIBIT 28

JOB CONNECTION PROGRAM

Scope: Local Level Model to Expand to a National Level

Funding Source:
SDA, Title IIA, local vocational-technical school

Focus:
vocational training in managing food supplies and equipment maintenance

Participants:
15 disadvantaged and handicapped 17-21 year old out of school youth. Includes youth with neurological, perceptual, emotional and mental handicaps

Location: New Jersey

Grant Recipient:
Union County Vocational-Technical Schools

Information Contact:
George Scheer, CIE III Coordinator,
Union County Vocational-Technical
Schools, 1776 Raritan Rd., Scotch
Plains, NJ 07076

Performance Outcomes: 11 of the 15 youths, including five handicapped youth were placed in unsubsidized employment

Significant Features

The McDonald's Corporation, The Union County Vocational Technical School and the JTPA have formed a partnership to assist in the training and employment of disadvantaged and handicapped youth. The "Job Connection Project" was funded by JTPA for $80,000 for PY 1984. McDonalds provided over $50,000 worth of equipment along with blueprints to help the school create a mini-version of one of its restaurants at the school. Providing the program is successful by the end of June, 1985, McDonalds plans to implement the project in 10 of their 30 regions next year.

Job Connection Highlights

- Participants are trained to service the kitchen machinery and equipment
- Part of the training deals with building clean up and care
- The McDonald's staff interview interested individuals and select appropriate candidates. Those selected are hired by McDonalds immediately
- Starting salary is $5.00 per hour
- A good benefit program is offered
- Participants work in nearby corporate-owned McDonald's restaurants
- If transportation is required once on the job, the manager or assistant manager will arrange transportation until the employee finds their own means of getting to work.

A second track involving Food Service trains participants in the essentials of food preparation and service to customers. After the first four to six weeks, the participants work part-time at local McDonalds restaurants while continuing their technical education. Participants not placed on part-time work receive a needs-based payment of $5.00 per day for lunch, if their instruction takes place over the noon hour and $4.00 a day for transportation.

An Innovative Start

The idea for the Job Connection Program began when George Scheer, coordinator of cooperative Industrial Education saw a local newspaper's "Help Wanted" advertisement for maintenance workers at McDonalds. Scheer met with McDonalds corporate office personnel in Bloomfield. The result was the beginning of the "Job Connection" project.

Other Vocational Courses

The Union County Vocational-Technical School offers JTPA funded training in the areas of food service, photo-typesetting and auto mechanics. Handicapped youth are enrolled in and are receiving unsubsidized jobs after program completion.

Future Plans

Sixty participants are expected to enroll in the four programs during the next year. Fifteen of these participants will be handicapped individuals. The programs enrolled 44 participants during the first year and placed 31 in unsubsidized jobs. Fifteen of these participants were handicapped individuals.

EXHIBIT 29

PROJECT RISE - RELIABILITY IN STUDENT EMPLOYMENT

Scope: Local Level

Funding Source:
SDA Title IIA, local school district

Focus:
vocational training and and placement; on-the-job training

Participants:
twelve 16-21 year old special education high school students with severe employment limitations including learning and communication handicaps

Location: California

Grant Recipient:
Santa Clara Unified School District

Information Contact:
Betsy Nordmeyer, Vocational Education Specialist, Santa Clara Unified School District, 1889 Lawrence Rd., Santa Clara, CA 95052

Significant Features

Project RISE - Reliability in Student Employment is funded by JTPA monies and heavily matched by district monies for the period of October 1, 1984 through June 30, 1985.

Project RISE is a comprehensive vocational training and placement project for twelve 16-21 year old special education senior high school students whose vocational needs are not currently being met and who are available to enter into permanent, unsubsidized employment. The project design is based on an interagency approach, whereby the Santa Clara Unified School district, the local Employment Development Department Office, and the local Department of Rehabilitation Office establish a linkage with cooperating private industries toward a common goal of providing cost-effective employment training and placement through the integration of available resources. The program addresses all JTPA objectives through work maturity, pre-employment, job search, mathematics, and language competency-based instruction: links youth with private sector employers through 12 OJT training slots based on prior employer contacts, provides youth with vocational training opportunities, and provides potential dropouts with assistance in completing high school and acquiring competencies required for graduation.

The goals of Project RISE are to:

1. Provide on-the-job training contracts for 30 special education high school seniors

2. Provide ongoing counseling and job-related instruction to the trainees

3. Accomplish 12 training related placements

4. Provide high school credit, acquisition of specific job skills, and good work habits for those students not placed in training related jobs.

Special Education Vocational Competencies.

Specially designed Career Information activities, Job Skills Handbook, the District vocational evaluation, and computerized Career Passport comprise the materials used to achieve competencies in work maturity, pre-employment/career, and job search areas. A list of the Career Information activities appear at the end of this attachment. The activities which the District uses to achieve the NOVA (Northern Valley) competency areas are listed below under each competency.

Work Maturity Competency Area

A. Career Information activity 3 - Vocational assessment
B. Career Information activities 22, 27, 33, 39, 59
C. Career Information activities 9, 12, 16, 29, 38, 40, 45, 53, 56, 57
D. Career Information activity 7
E. Career Information activity 19 - Job Skills Handbook
F. Career Information activities 2, 10, 11, 13, 14, 15, 41, 42, 43, 54, 55

Pre-Employment/Career Competency Area

A. Career Informtion activities 1, 5, 23, 30, 34, 37, 46, 48, 50, 51, 60 Vocational assessment
B. Career Information activities 26, 52 - Vocational assessment
C. Career Information activities 20, 36, 47 - Vocational assessment

Job Search Competency Area

A. Career Information activities 4, 8, 25, 49 - Job Skills Handbook
B. Career Information activities 17, 32 - Job Skills Handbook
C. Career Passport (computerized resume, developed by Industry Education Council)
D. Career Information activities 18, 21 - Job Skills Handbook
E. Career Information activities 6, 31, 35, 44 - Job Skills Handbook

VOCATIONAL EDUCATION CURRICULUM FOR HANDICAPPED STUDENTS

ACTIVITY NUMBER	Description of Activity
1	Complete a job preference inventory
2	Fill out a health record
3	Evaluate personal appearance and grooming
4	Study employment agencies and the EDD
5	Make a career alphabet
6	Practice with job aptitude tests
7	Evaluate and respond to case studies of job situations
8	Learn abbreviations used in newspapers
9	Fill out an inventory form
10	Learn basic information about auto, life, and health insurance
11	Learn basic information about labor unions
12	Evaluate work habits and attitudes
13	Study time cards and figuring time on a job
14	Complete W-4 form and 1040 A form
15	Complete Social Security application and learn basic information
16	Follow printed directions
17	Compose a personal fact sheet and profile
18	Write a letter of application in response to a newspaper advertisement
19	Conduct an interview of an employed person
20	Read and answer questions about some entry level jobs
21	Write a personal letter using correct form
22	Learn to use various sections of the dictionary

23 Learn career vocabulary by unscrambling career words
24 Write a business letter using correct form
25 Practice using a telephone directory
26 Learn career vocabulary by locating words in a maze
27 Complete application for driver's license and interpret driver's manual
28 Write a letter of complaint or request using correct form
29 Assemble a simple object by following written instructions
30 Look up meanings of career vocabulary words in a dictionary
31 Learn to read a bus and train schedule and time table
32 Complete an employment application
33 Complete and evaluate a time planning chart
34 Evaluate your values on various issues
35 Evaluate and respond to a simulated job interview
36 Select and comment on various full-time jobs
37 Learn career vocabulary from contextual clues
38 Practice alphabetizing and filing
39 Learn some basic principles of money management
40 Complete a sales slip and compute sales tax
41 Study some basic principles of money management
42 Learn about fringe benefits, deductions, pensions, net and gross pay
43 Complete simple bank forms
44 Learn to read maps
45 Assemble an object by following recorded directions
46 Learn career vocabulary by locating words in a maze
47 Select and comment on various part-time jobs
48 Learn career vocabulary through coded words
49 Read and interpret various sections of the newspaper
50 Complete a personality inventory
51 Study and categorize people, equipment, and places
52 Read and comment on selected career comics
53 Inspect and evaluate an object using a written checkout list
54 Learn basic information about credit buying
55 Complete a simple budget form
56 Read and construct graphs and charts
57 Complete an order from a catalogue
58 Learn basic information about shopping and consumer tips
59 Learn basic information about measuring
60 Learn career vocabulary through selected word games

EXHIBIT 30

PROJECT WORKABILITY

Scope: Local Level, multiple sites

Funding Source:
JTPA, vocational education, special education, vocational rehabilitation, job service

Focus:
classroom training and work experience

Participants:
16-22 year old handicapped youth who are eligible for special education and disadvantaged programs

Location: California

Grant Recipient:
26 sites (1984-85)

Information Contact:
VOICE (916) 324-3643, or Gail Zittel, Youth Employment Linkages Services Unit, 721 Capitol Mall, Sacramento, CA 95814

Significant Features

Goal

To demonstrate a cost effective employment and training model which enables handicapped students to obtain and keep unsubsidized employment in the private sector

Objectives

Provide handicapped students with an understanding of job-seeking skills, expected job behavior, and available employment opportunities.

Improve the employability of the handicapped students by enabling them to demonstrate their employment skills through subsidized or unsubsidized work experience.

Develop a coordinated and cost-effective service delivery system to meet the employment and training needs of the handicapped students by promoting interagency cooperation among state and local agencies which serve this target group.

Activities

Identify, recruit, and assess potential participants.

Provide individual assessments to project participants in coordination with Department of Rehabilitation and Employment Development Department.

Establish joint eligibility procedures with the Department of Rehabilitation and Employment Development Department for project participants.

Provide support services to eligible students.

Provide classroom training to eligible students.

Provide subsidized or unsubsidized work experience.

Coordinate efforts with other employment and training entities and employers involved in the projects.

Assist students with transition into employment.

Aid parents and students in career planning.

Insure career goals are written into each student's Individual Education Plan (IEP).

Characteristics of the Students Served

Over 90 percent of the participating students are 16 years of age or older and approximately 70 percent are male. Special learning disabilities impair the functioning of three-fourths of the students. Academically, 80 percent of the students perform below the seventh grade level -- i.e., three or more years below the age peers in regular classroom programs. Nearly one-fourth are classified as severely disabled.

Per Student Costs

	First Year (1982-83)	Second Year (1983-84)	Change
Students	1,903	2,510	+32%
Cost	$2,822,000	$4,414,000	+56%
LEAs	1,616,000	3,029,000	+87%
State Agencies	1,206,000	1,385,000	+15%
Cost Per Student	$1,483	$1,759	+19%
LEAs	849	1,207	+42%
State Agencies	608	552	- 9%

LEA reported costs of staff time and other expenditures (e.g., wage stipends).

SDE and EDD grants to LEAs and DR case services costs. Administrative costs of state agencies are not included.

As the data indicate, LEAs assumed the greatest portion of the increased costs by redirecting local funds to Work Ability.

State funding in the second year was used primarily for job development and work experience stipends--costs not budgeted by the LEAs. LEA funds were used to provide additional employment preparation services.

First Year Employment Outcomes

Employment outcomes for 1,024 school leavers who participated in the 1982-83 Work Ability Program were summarized from EDD computer files of employer wage reports for the third quarter (Q) of 1983 through the third quarter of 1984.

Year	Q1		Q2		Q3		Q4	
	Emp. Rate	Wages	Emp. Rate	Wages	Emp. Rate	Wages	Emp. Rate	Wages
1983					55%	603,901	53%	673,127
1984	55%	704,104	64%	844,706	71%	988,211		

Comparing the employment rates of Q3 in 1983 and 1984, Work Ability youth experienced a 16 percent increase.

Employers reported wages totaling more than the $3.8 million for Work Ability youth for the five quarters shown. Comparing the third quarters of 1983 and 1984, an increase of 64 percent in wages earned have been reported.

Employment Effect

To estimate the employment effect of Work Ability, a comparison group on non-Work Ability youth was used. Twelve of the 34 LEAs who operated Work Ability programs in 1982-83 provided names and telephone numbers of handicapped youth not served by Work Ability. One hundred sixty-seven of these youth were interviewed. By comparing the employment outcomes of these non-Work Ability youth with those of Work Ability youth, estimates of differences between Work Ability and non-Work Ability students have been calculated.

In the first quarter after leaving school (Q4 of 1983), Work Ability participants had a 12 percent higher employment rate than the non-Work Ability youth. During this quarter, their reported wages exceeded those of the non-Work Ability youth by $177,440. During the next quarter, the employment rate advantage of Work Ability youth declined to 6 percent but their wage advantage increased to $188,510. Over the remaining quarters reported in the table, the Work Ability youth continued to maintain both an employment rate and wage advantage.

One year after leaving the Work Ability program, participants had earned a total of $650,036. The cost of program services to these students provided by the state agencies totaled $622,592-- $608 per student times 1,024 students. Thus, one year after the Work Ability youths left school, their increased earnings (difference between Work Ability and non-Work Ability earnings) matched state contributions to the Work Ability Program for 1982-83.

EXHIBIT 31

SCHOOL TO WORK TRANSITION

Scope: Local Level

Funding Source:
Title IIA 8% Education
Coordination Grants

Focus:
work experience, employment counseling, career counseling, occupational information, labor market information and assessment

Participants:
19 students who are mentally retarded and hearing impaired ages 15 to 21.

Location: New York

Grant Recipient:
Board of Cooperative Education
Services, Saratoga-Warren,
112 Spring St., Saragota
Springs, NY 12866

Information Contact:
Gerald R. Etesse, Director
Pupil Services, F. Donald
Myers VO-TEC Center, Henning
Rd., Saratoga Springs, NY 12860

Performance Outcomes:
Participants in program 19
Positive terminations 11
Those securing competitive employment 8 of 11
Carry-overs to 1984-85 8
Non-positive termination 1

Significant Features

This Special Needs Job Placement Program provides the following for special needs students who have had some Occupational Education training at the Center:

1) Student placement in the community for at least 2 1/2 hours per day without pay to offer highly structured "hands on" vocational experiences.

2) Frequent supervision, follow-up and problem solving between students, their mentor, Occupational Education classroom teachers and coordinator.

3) Preparation for Employment classes which not only teach employability skills but are also designed to develop life skills, enhance self-concept, self-reliance and to improve career awareness, decision making abilities and performance on the student's job placement.

4) Coordination of appropriate social service agencies for post-high school transition.

The 8% funds provide for a teaching assistant who presents curriculum for the Preparation for Employment classes and works with students on specific competencies needed to improve job placement experiences. These specific competencies are identified by the Special Needs Job Placement Coordinator, the employer or mentor and the Occupational Education classroom teacher. The assistant also works with the coordinator to help each student to overcome any difficulties encountered.

Other BOCES staff (vocational evaluator, social worker, guidance personnel, psychologist and administrators) supply support and assistance to this program.

The program aims to develop early coordinated linkage with community employers, Special Education, Occupational Education and other agencies such as the office of Vocational Rehabilitation and the Association of Retarded Citizens as well as to develop transfer procedures to other JTPA activities.

EXHIBIT 32

WORLD OF WORK PROGRAM

Scope: Local Level

Funding Source:
Title IIA 8% Education Coordination Grants, Local School District

Focus:
academic and vocational training

Participants:
handicapped students (includes mentally retarded and hearing speech, and vision impaired)
14 of 300 participants, 16-20 years old

Location: New York

Grant Recipient:
Rochester City School District

Information Contact:
Edgar Hollwedel, Supervising Director of Secondary and Continuing Instruction, or
Donna Phillips, City School District, 131 W. Brood St.,
Rochester, NY 14608

Significant Features

The World of Work program is an alternative high school serving 16-20 year old high school dropouts and/or potential dropouts. Program components include work experience training and academic offerings (English, Math, Social Studies, and Health). The program uses JTPA 8% funds to provide students' salaries/stipends while they are engaged in the vocational activity component. Local business and industry also provide funds for student work experience. Handicapped students referred to the program are mainstreamed in both the vocational and academic aspects of the program. Their vocational activities include housing renovation and food service. Program goals focus on improving students' employability and allowing them to earn credits toward a high school diploma.

EXHIBIT 33

SCHOOL TO WORK TRANSITION PROGRAM FOR HANDICAPPED YOUTH

Scope: Local Level

Funding Source:
Title IIA 8% Education Coordination Grants

Focus:
vocational assessment and career counseling, job shadowing experiences/ career exploration, work experience, job placement

Participants:
youth with emotional disturbance, mental retardation, learning disabilities, and multiple handicaps, 14-20 years old. Approximately 40 students.

Location: New York

Grant Recipient:
Board of Cooperative Education Services, Cortland-Madison, Clinton Avenue Extension, Cortland, NY 13045

Information Contact:
Shirley K. Chandler-Kelly, Career Counselor, Special Needs Students, or A. Paul Hackett, Director of Special Education, Cortland-Madison BOCES, Clinton, Avenue Extension, Cortland, NY 13045

Performance Outcomes: Positive terminations 100%
Returned to full-time school 33 out of 35
Graduated and subsequently enrolled in a job training program sponsored by NYS Department of Vocational Rehabilitation 2

Significant Features

Services provided students enrolled in this program are divided into four categories: 1) vocational assessment and career counseling; 2) job shadowing experiences/career exploration; 3) work experience; and 4) job placement. Recruitment, screening, and intake functions of the project are handled by the BOCES. Each student completes a vocational aptitude and ability assessment. Classroom training units are coupled with job shadowing and other field experiences. The total length of the program is 40 weeks. Students attend 65 one hour classroom sessions. In the remaining 12 weeks, students participate in job shadowing experiences (12), individual counseling, work experience programs and eventually job placement services. Job placement activities are directed primarily to students about to terminate their educational experience. The Career Transition Plan developed for each student includes: documentation of self-assessment (interests, aptitudes, abilities); areas of occupational interests; job seeking activities to be undertaken by student; job shadowing and work experience situations participated in; documentation of termination status (positive outcomes achieved or deficiencies specified). Job placement efforts are coordinated through the BOCES Work Experience Coordinator, the JTPA Job Developer with the County Administrative Offices and the project's Career Awareness and Placement Counselor.

EXHIBIT 34

FOOD SERVICE TRAINING

Scope: Local Level

Location: California

Funding Source:
Title IIA 8% Education Coordination Grants

Grant Recipient:
Lake Tahoe Unified School District

Focus:
classroom-based and on-the-job skill training

Information Contact:
Jackie Nelson, Lake Tahoe
Unified School Dist., P.O. Box
14426, South Lake Tahoe, CA 95702

Participants:
8 high school students, with mental retardation, learning disabilities and economical disadvantages, ages 17-21

Performance Outcomes:
Participants entering employment 87% (7)
Participants employed full-time 75% (6 out of 8)
Cost per placement $1,000

Significant Features

The program enrolls disabled high school students approaching graduation and trains them to enter an occupational field, food services, which matches their interests and abilities, has potential for advancement and/or transferability, and which fill an ongoing demand in the local labor market.

This program involves two consecutive nine-week segments (180 total training hours) scheduled in conjunction with the high school semester. The initial nine weeks of training will be provided at South Lake Tahoe High School for two class periods per day. Students are trained at the knowledge and skill practice levels in the functions of nine food service occupations. During this period students will have the opportunity to sample being a worker in some of these occupations both in a special education classroom's kitchen/restaurant and in the school cafeteria/faculty restaurant. Information related to aptitudes and skills in specific occupations will be tracked and used as an additional assessment.

During the subsequent nine weeks, students work in a selected food service occupation in on-the-job training in the private sector. Training and supervision will be provided by project staff. Written performance evaluations will be completed by the employer.

Prior to the close of the program, students are assisted by project staff in securing private sector jobs through local resources (Vocational Rehabilitation, Employment Development Dept., Human Services Youth Employment Services).

EXHIBIT 35

SCHOOL TO WORK TRANSITION FOR HANDICAPPED YOUTH

Scope: Local Level

Location: New York

Funding Source:
Title IIA 8% Education
Coordination Grants

Grant Recipient:
Board of Cooperative Education
Services, Nassau/Suffolk,
Valentines Road and the Plain
Road, Westbury, NY 11590

Focus:
assessment, on-the-job training, job search, employment development, and occupational skills

Information Contact:
Clarence Becker, Project
Administrator, Nassau BOCES,
Valentines Rd. and the Plain Rd.,
Westbury, NY 11590

Participants:
25-30 youth who are moderately to severely handicapped

Performance Outcomes:
Positive termination rate 70%
Participants entered employment 70%
Cost per entered employment $1,900

Significant Features

Staff interview all potential participants and conduct an extensive assessment. Based on the results of the interview and assessment, staff classify youth as job ready or in need of occupational skill development. The program links with the Service Delivery Area to provide on-the-job training incentives for prospective employers in order to obtain OJT opportunities for job ready youth. After a job search, an employment counselor accompanies each student to a prospective employer for an interview. If the student is accepted by the employer and the job site is found acceptable, staff supervise the student on a one-to-one basis during the break-in period of employment. Supervision decreases as the student shows that he/she can can maintain himself/herself on the job. If staff consider a student not job ready after the assessment and interview, the project provides a program for the individual that includes employability development, basic skills for working with others, and exercises to develop dexterity. Staff also have an option to place students in an existing secondary occupational laboratory in order to develop a particular occupational skill.

EXHIBIT 36

WASHINGTON (SCHOOL) AUTOMOTIVE TRAINING AND VOCATIONAL EXPLORATION PROGRAM

Scope: Local Level

Location: Wisconsin

Funding Source:
Title IIA 8% Education
Coordination Grants

Grant Recipient:
Racine Unified School District

Focus:
vocational skills training

Participants:
20 JTPA eligible in-school youth per semester

Information Contact:
Albert Pitts, Director, Vocational
Education, Racine Unified School
District, 2220 Northwestern Ave.,
Racine, WI 53404

Performance Outcomes (1983-1984):
A total of 6 of the 20 participants did enter work in the auto repair/maintenance field. We do not feel this is an inordinantly low figure inasmuch as we have a flat economy in the auto repair/maintenance field at this time. Also, not only are we providing vocational training as a major objective of our program, but we are also trying to address the affective behaviors of our students. We are pleased to report that 90% of the participants did remain in school and that their attendance was approximately the same percentage as those who remain in the program.

Significant Features

This project operates out of a former Standard Service Station (2 bays in size).

In 1983-84 the class was conducted for 10 students in the a.m. (8:00-11:30) and 10 in the p.m. (1:00-3:30 or 4:00). It is run as a business. The teacher is the boss, the students are the workers. If they don't call when they are not coming to work, they are dropped from the program. They work to improve their dependability, attitude, and dress. They get monthly updates on auto developments, and publications. The teacher attends training sessions also. In addition, the program has worksite components.

The 20 worksites include muffler shops, Firestone, and machine shops. In 1983-84 students could earn one full credit per semester.

Everything students do is a test. They must get their assignment done (running) each day. There is peer pressure to do well and an awareness of working on high priced cars. Seventy percent of the work is on cars off the street. Thirty percent is work on teacher's car. It took 10 years to get 70 percent of business from the community. The community lobbies to keep this program. There is no charge except for materials. The teacher gets discounts for material from businesses, often the same businesses who serve as worksite placements. Students are in the shop four days/week, worksite one day/week.

The students range from 16-19. Most are 16-17.

Most students come from single parent families, but even the student's friends offer support to the program - eg. supplies such as brake fluid or air tools.

In 1983-84 each student was eligible for up to three semesters during the regular school year or two during the school year and one during the summer.

The teacher doesn't emphasize academics, but students find that they need background information to do the job, and this requires reading, math, etc. So they see value of it.

Students are drawn from the dropout list and from referrals from the district's high schools.

Most students complete three semesters. Completers get a rating certificate. This is a checklist of car systems they worked on with their performance being rated on a scale from one to six. The students worked on 70 vehicles in February, 1984.

Many students have asked why the teachers do not hold classes on Saturdays since "We have nothing to do on Saturday."

In summer, the class includes field trips. The budget of $40,000 is for a 12 month period.

For 1984-85, the program has been revised to serve 20 students per semester rather than 20 students for the entire year. Also, on Fridays, students spend the entire day shadowing a worker in an auto repair/maintenance facility or garage in the Racine area.

Competency Categories included in the student rating system:

Orientation
Engine
Battery
Ignition
Starter
Charging
Body Electrical
Tune Up
Fuel Delivery
Cooling
Lubrication
Valve Job
Suspension
Tires
Brakes
Drive Train
Exhaust
Transmission

Competency Format

			Rater		
			A	B	C
B O D Y	33	Perform continuity test			
	34	Measure voltage drop			
	35	Measure current flow			

Competency Format (continued)

			Rater		
Area	No	Competency	A	B	C
E	36	Measure resistance			
L					
E	37	Set up headlamps equipment			
C					
T	38	Align headlamps			
R	39	R/R flasher units			
I					
C	40	Locate and repair shorts and open			
A					
L	41	Install headlights			

Total number of competencies, all categories: 96

Competency Rating System	Level
Speed and quality with initiative and adaptability and can lead others in performing this task. This is the equivalent to the supervisory level in industry.	6
Can perform this task with more than acceptable speed and quality and with initiative and adaptability to special problem situations. This is the equivalent to the foreman level in industry.	5
Can perform this task without supervision or assistance with more than acceptable speed and quality of work. This is the equivalent to the journeyman level in industry.	4
Can perform this task satisfactorily without assistance and/or supervision. This is equivalent to the beginning journeyman level in industry.	3
Can perform this task satisfactorily but requires periodic supervision and/or assistance.	2

Competency Format (continued)

Can perform this task, but not without constant supervision and some assistance.	1
Cannot perform this task satisfactorily for participation in a work environment.	0
Task not observed at time of rating.	---

EXHIBIT 37

EMPLOYABILITY SKILLS TRAINING PROGRAM

Scope: Local Level

Funding Source:
Title IIA 8% Education Coordination Grants

Focus:
assessment employability skills, hands-on experience, guidance and counseling, unsubsidized after-school employment

Participants:
100 handicapped and non-handicapped in-school youth

Location: New York

Grant Recipient:
City School District of Albany

Information Contact:
John H. Tracy, Director, Department of Continuing Education, Adult Learning Center, City School District of Albany, 27 Western Ave., Albany, NY 12203

Performance Outcomes:

A. TOTAL HANDICAPPED PARTICIPANTS	42
B. TOTAL TERMINATIONS	
1. TOTAL ENTERING UNSUBSIDIZED EMPLOYMENT	10
a. Enter Apprenticeship Program	0
b. Enter Armed Forces	1
2. TOTAL OTHER TERMINATIONS	32
a. Return to Full-Time School	14
b. Enter Non JTPA Training	0
c. Enter Non 8% Title II Classroom Training Programs	3
d. Enter Non 8% Title II Work Experience Programs	0
e. Enter Non 8% Title II Work Experience Programs	0
f. Enter Other Non 8% Title II Training Programs	2
g. Enter Non Title II JTPA Training	0

h. Enter 90-day Holding Period (Receiving Placement, Job Development or Employability Skills Training	5
i. Withdraw or Terminate Incomplete	7
C. TOTAL COMPLETING TRAINING OBJECTIVES	
1. Completed Program Objectives (Age 16-21)	29
2. Completed Major Level of Education	8

Significant Features

The City School District of Albany implemented this Employability Skills Training Program under a State Education Department J.T.P.A., SEC & G 8% Grant to support a structural transitional program from school-to-work for youth who face barriers to employment, including youth with disabilities. This transition is most difficulty for handicapped youth who must overcome additional barriers to employment that are related to their handicaps. Several institutions, each with different programmatic needs are served by the grant. The common objectives for all program participants are: 1) to upgrade the participants knowledge of employability skills, 2) to provide hands-on experience through an in house School-to-Work Internship program, 3) to provide at the conclusion of each individual's internship program unsubsidized after-school employment through the Holiday Jobs Program conducted by the Northeast New York Alliance of Business. At least 100 handicapped and J.T.P.A. eligible in-school Youth are served.

Project administration is based on a partnership between the Albany School District, Adult Learning Center and the City of Albany Department of Human Resources which administers the local 78% Job Training Partnership Act Program. J.T.P.A. funding is used to pay Needs Based Payments to youth involved in the program at five locations. The coordinator is a school district employee. The program began September 1, 1984 and commences June 30, 1985. Course hours range from 20 to 100 hours, at a rate of 10 hours a week for a span of seven to eight training weeks. The daily program schedule is from 2:30 p.m. to 6:30 p.m. The program totals 72 attendance days.

The City of Albany, Department of Human Resources has operated Summer Youth Programs, In-School-Youth Programs, Mainstream and Individual Referral programs in conjunction with the Northeastern Association for the Blind, the Menands Workshop and the Cerebral Palsy Center for fourteen years under various Manpower funding sources. The Department provides support staff including a counselor, and an eligibility certification and assessment specialist. The Department also monitors the project, provide office space and a telephone and corodinates activities. The participants in the internship program receive Labor Market Orientation and are enrolled in Job club activities as necessary.

St. Anne's Institute and Lasalle School are agency certified service providers for Handicapped Youth in a residential setting. Clients in these two institutions come from Albany, Schenectady and Rensselaer counties and other judicial jurisdictions within New York State. They provide agency staff to support the project including work site supervisors, work experience activities and monitor the handicapped youth interns.

For more than fifteen years the Northeast New York Alliance of Business has conducted employment and training programs for economically disadvantaged youth and adults. Through their Executives they develop jobs in the private sector. During the summer of 1984 they developed 180 jobs specifically for Summer Youth in the private sector. For the School-to-Work transition program, they will develop 100 part time employment opportunities in the Private Sector.

Recruitment and selection of participants is the shared responsibility of the Department of Human Resources, Albany City School District, St. Anne Institute and LaSalle School.

Internship coordinators at LaSalle, St. Anne Institute and Albany High School make appropriate referrals to the coordinator at the Department of Human Resources. The Youth Internship Coordinator then coordinates the intake process for these students and conducts an orientation prior to the student's participation in the program.

Initial assessment is conducted jointly by teachers at St. Anne Institute, LaSalle School and the Albany city school's Albany High School, Street Academy and School #21 and the work Study coordinators at those schools. Those students deemed appropriate are referred to the Internship Coordinator at the Department of Human Resources to complete their assessment.

On-going assessment/evaluation is conducted throughout the program. This provides input as to which work areas a student requires additional work on, and gives an overall summary of student progress. Employability readiness is assessed thorugh a meeting of the individual school instructors, Internship coordinator, and employment services specialist. Factors such as prior employment, present academic status, personal employment goals and interests, specialized employment skills, and overall attitude towards employment will be addressed. Upon completion of this meeting an Employability Development Plan is prepared for each student. The Request for Internship also covers several of the areas covered by the EDP, and is completed prior to student beginning program.

Students may initially be identified for counseling by the Work Site Supervisor as having some work related problems. The Work Site Supervisor will address specific issues with the student and attempt to resolve the issue. If stated problem continues, work site supervisor notifies the Internship coordinator. If the problem cannot be resolved, the decision to terminate is mutually agreed upon by work site supervisor and the Internship coordinator.

When an intern demonstrates through his/her work at the internship site that he/she is ready for employment in the private sector, the internship coordinator meets with the job developer of the Northeast new York Alliance of Business. The internship coordinator assists the job developer in finding appropriate Private Sector employment based on the youth's Intake Assessment, Worker Evaluations and most particularly the Employability Development Plan. The job developer of the Northeast New York Alliance of Business is responsible for private sector employment for this project.

EXHIBIT 38

SPECIAL EDUCATION WORK EXPERIENCE PROGRAM

Scope: Local Level

Funding Source:
Title IIA 8% Education
Coordination Grants, Local
BOCES

Focus:
support services for students with handicaps that include job search assistance, job counseling, supervision and connection between job and occupational program, and pre-employment experiences

Location: New York

Grant Recipient:
Board of Cooperative Educational Services, Washington - Warren - Hamilton - Essex, Division of Special Education

Information Contact:
Nancy Kirk-Barkman, Work Study Coordinator, Southern Adirondack Educational Center, Dix Ave.,
Hudson Falls, NY 12839

Participants:
students who are learning disabled, emotionally disturbed, mildly mentally retarded and moderately mentally retarded

Significant Features

The 8% education grant covers support services and related items for the BOCES' Special Education Work-Study Program. This school-to-work transition program serves special education students in a four county area and offers work experience, try-out employment, and a bridge to full-time employment. Students progress through a graduated system of experiences to accommodate individual needs. This process begins, generally, with volunteer work experience at a public non-profit agency or work experience with stipend at a public, non-profit agency. The next step is a volunteer position with private business. This is necessary for some students before private business will consider them as paid workers. The final goal is paid private employment. Staff moniter students at job sites on a regular basis. Employer evaluation is conducted on a quarterly basis. Pre-employment experiences provided to students include employment/industry related tours as well as employment related speakers to enhance their understanding of the realities of work. Other services offered include job search assistance and job counseling.

The employer's evaluation form used in this program as well as copies of student/parent/employer/school agreements are provided on the following pages.

VOCATIONAL GUIDANCE COUNSELOR
B.O.C.E.S. Special Education
Dix Avenue, Hudson Falls, NY 12839
Work Study
Job Rating Sheet

STUDENT: ______________________ DATE: ______________________
EMPLOYER: ______________________ ADDRESS: ______________________

EMPLOYER'S EVALUATION OF STUDENT'S ON-THE-JOB WORK

NOTE: Your constructive criticism enables us to provide better counseling and instructional training for the student. Please circle the following traits.

	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
Personal appearance	1	2	3
Suitability of dress	1	2	3
Personal hygiene	1	2	3
Behavior	1	2	3
Speech	1	2	3
Grammar	1	2	3
Interest in work	1	2	3
Cooperation	1	2	3
Initiative (keeping busy)	1	2	3
Adaptability	1	2	3
Stability	1	2	3
Tact	1	2	3
Ambition	1	2	3
Dependability	1	2	3
Pleasantness	1	2	3
Accuracy	1	2	3
Alertness	1	2	3
Job knowledge	1	2	3
Courtesy	1	2	3
Punctuality	1	2	3
Attendance	1	2	3
ABILITY IN AND ABILITY TO:			
Follow directions	1	2	3
Take criticism	1	2	3
Understand instructions	1	2	3
Attend to details	1	2	3
Keep on the job	1	2	3
Report to work on time	1	2	3
Meet people	1	2	3
Conserve supplies	1	2	3
Care for equipment	1	2	3
Good housekeeping	1	2	3
Use sources of information	1	2	3

Please list any points that you feel should be emphasized in related instruction for this student. (Use back of sheet if necessary)

COMMENTS:

THANK YOU FOR YOUR COOPERATION AND PROMPTNESS.

______________________ ______________________
Evaluator (Signature) Title/Position

VOLUNTEER AND PRIVATE EMPLOYMENT

The student-learner agrees to attend classes and keep up all classwork.

The student-learner agrees to provide the employer with necessary "working papers", if applicable.

The student-learner agrees to comply with the provisions of this agreement.

The student-learner may not terminate this experience without permission of all concerned parties.

The employer agrees to mantain insurance coverage, as prescribed by law, on the student-learner, as would be necessary for any other employee if wages are paid (worker's compensation insurance is mandatory), or maintain insurance coverage for a volunteer worker, if unpaid.

The employer agrees to notify the Work Study Coordinator, (phone# ______), at the earliest possible moment of accident, injury, disciplinary problem, or any other serious situation involving the student-learner.

The employer agrees to evaluate the work and progress of the student-learner and to exchange this information with the teacher.

In the opinion of the teacher, the training that the student-learner receives will have a relationship to the classroom experience.

The teacher agrees to contact the employer (oral or written, phone or on-site) and obtain an evaluation of the student's progress.

The teacher or coordinator agrees to make the initial survey of the job with the employer to determine the appropriate experiences to be gained by the student-learner.

The teacher agrees to make the employer's evaluation of the student-learner a part of the student's regular card grade and credit consideration, if applicable.

The Work Study Coordinator agrees to make on-site visits during the period of employment, and further agrees to exchange observations and evaluations with the teachers and file a report in the student's folder.

BOCES is an equal opportunity employer with an affirmative action policy. BOCES makes a good faith effort to comply with Title IX of the 1972 H.E.W. regulations and Title VI of the Civil Rights Act of 1964.

In Case of Emergency, notify: __________________ Phone: ________________

Student	Parent
Employer	Teacher
Home School	Work Study Coordinator

BOCES PAID EMPLOYMENT

The student-learner agrees to attend classes and keep up all classwork.

The student-learner agrees to provide the employer with necessary "working papers", if applicable.

The student-learner agrees to comply with the provisions of this agreement.

The student-learner may not terminate this experience without permission of all concerned parties.

BOCES will maintain Worker's Compensation on the student-learner.

The employer agrees to notify the Work Study Coordinator (phone# ____) at the earliest possible moment of accident, injury, disciplinary problem, or any other serious situation involving the student-learner.

The employer agrees to evaluate the work and progress of the student-learner and to exchange this information with the teacher.

In the opinion of the teacher, the training that the student-learner receives will have a relationship to the classroom experience.

The teacher or coordinator agrees to make the initial survey of the job with the employer to determine the appropriate experiences to be gained by the student-learner.

The teacher agrees to make the employer's evaluation of the student-learner a part of the student's regular card grade and credit consideration, if applicable.

The Work Study Coordinator agrees to make on-site visits during the period of employment, and further agrees to exchange the observations and evaluations with the teachers and file a report in the student's folder.

BOCES is an equal opportunity employer with an affirmative action policy. BOCES makes a good faith effort to comply with Title IX of the 1972 H.E.W. Regulations and Title VI of the Civil Rights Act of 1964.

In Case of Emergency, notify: ______________________ Phone: ___________

______________________ Student	______________________ Parent
______________________ Employer	______________________ Teacher
______________________ Home School	______________________ Work Study Coordinator

WORK EXPERIENCE AGREEMENT

This is an agreement between the Special Education Division, B.O.C.E.S. (Washington-Warren-Hamilton-Essex Counties), a student, a parent, a classroom teacher, a component school, and an employer, to provide an on-the-job experience for the student.

	Work Experience
Name of Student	Special Education

Employer: Name Address Phone Number

The following job description will apply to the student-learner. (List jobs, operations, nature of work, skills, etc., that the student will experience while working):

Date Start	Date End	Days of Week	Time of Day

Conditions of Agreement

The student-learner shall be given the opportunity to progress through the various phases of training agreed to by the employer and teacher, in accordance with the approved outline.

The student-learner shall learn safety on the job.

The student-learner will be employed for a period of time agreeable to the employer and teacher. The continuation of this training period will be at the discretion of the teacher and will be subject to termination once the student-learner has exhausted the learning experiences involved.

The student-learner agrees to work out with the teacher and employer an acceptable arrangement so that coordination is maintained.

The student-learner further agrees to be available to take tests and to keep up with classwork as required by the teacher.

The student-learner agrees to keep a daily log of his or her experiences on the job. The log will be turned in to the teacher weekly and will become part of the student's permanent record.

B.O.C.E.S. is an equal opportunity employer with an affirmative action policy. B.O.C.E.S. makes a good faith effort to comply with Title IX of the 1972 H.E.W. Regulations and Title VI of the Civil Right Act of 1964.

EXHIBIT 39

PREPARATION FOR EMPLOYMENT TRAINING

Scope: Local Level

Location: Wisconsin

Funding Source:
Title IIA 8% Education
Coordination Grants Programming

Grant Recipient:
WI School for the Visually
Handicapped

Focus:
vocational evaluation,
exploration, and experience

Information Contact:
Robert Arndt, WI School for the
Visually Handicapped, 1700 W. State
St., Janesville, WI 53545

Participants:
twenty 16-21 year old visually
handicapped youth

Significant Features

OVER-ALL GOAL

To enhance the educational experience of 20 visually impaired students by providing work experience situations at private sector work sites in the community under trained supervision. Employment readiness training, basic skills training, group or individual counseling, is provided at the educational base.

Objectives

1. To provide a transitional vehicle between education and the world of work.
2. To meet the career exploration needs of visually impaired students enrolled in any school district in Wisconsin.
3. Visually impaired students at all levels of academic achievement experience the opportunity to expand their career goals.

ON CAMPUS

Goal

To provide eight work categories on campus of the Wisconsin School for the Visually Handicapped (WSVH) and develop and coordinate eight similar positions in the community.

Objectives

By the end of the first month, eight visually impaired students will have made application, completed the required pre-employment sequence, and been accepted into the work program as evidenced by a completed Personal Data Folder.

By the end of the second month, eight students will have completed one month of work at assigned work stations on campus and four will be interviewed and evaluated for placement in the community for 100 hours of work experience. Four students will continue to work at stations on campus.

By the end of 100 hours of work, the student will achieve unsubsidized work placement, 50% of the time, or return to a regular classroom situation for re-evaluation as determined by his Individualized Education Plan.

STATE-WIDE

Goal

To provide seven work positions at a local school district community for visually impaired students enrolled in the local school district.

Objectives

By the end of the first month, seven visually impaired high school age students will have made application to a work experience program coordinator in each school district, completed the required pre-employment sequence, and been accepted into the work program as evidenced by their acceptance into a community-based work situation.

By the end of the second month, seven students will have completed one month of work at assigned work stations in the community as evidenced by an employer evaluation report of student progress.

After 100 hours of work, the student will be offered unsubsidized work placement as evidenced by a job offer in the community or the student will return to a regular classroom situation for re-evaluation as determined by his Individualized Education Plan.

MULTI-HANDICAPPED

Goal

To provide appropriate work sites in the community for five students designated as multi-handicapped by school officials, provide adequate training, supervision and transportation to insure timely progress toward stated career objective.

Objectives

By the end of the first month, five multi-handicapped students enrolled at WSVH will be evaluated for work potential, enter a pre-employment sequence and begin a work program. Success will be measured by students attaining consistent compliance with accepted standards of progress as measured by staff members.

By the end of the second month, the student will have completed one month of work at a level and location commensurate with his ability to interact with the world of work, as evidenced by a monthly evaluation conducted by staff members.

After one hundred hours of work, the student will achieve work placement as evidenced by placement in a community work site, or return to a regular classroom situation for re-evaluation as determined by his Individualized Education Plan.

ACTIVITIES

Five components of basic education will prevail in the operation of this program:

1. A daily employment readiness experience.
2. A cognitive study of Employment and Career Education.
3. Personalized instruction in basic education.
4. Individual Counseling
5. Follow-up

On Campus

Objective: By the end of the first month, eight visually impaired students will have made application, completed the required pre-employment sequence, and been accepted into the work program.

1. Complete Employment Application during the first week, as directed by the Program Operator.
2. Complete the Career Ability Placement Survey, during the second week, as directed by the Program Operator, taking approximately six hours.
3. Completion of a Personal Data Folder during the third week of school as directed by the Program Operator.
4. Complete enrollment in JTPA data base during the third week, have parents sign and be entered into WIMS by program operator.
5. Interview for job, with work site supervisor during fourth week.

Objective: By the end of the second month, eight students will have completed one month of work at assigned work stations on campus and four will be interviewed and evaluated for placement in the community for continued work experience. Four students will continue to work at work stations on campus.

1. Time sheets analyzed and completed by work site supervisor, program operator and business office personnel.
2. Work Progress report completed by work site supervisor, analyzed by program operator.

Objective: By the end of 100 hours of work, the student will achieve unsubsidized work placement or return to a regular classroom situation for re-evaluation as determined by his Individualized Education Plan.

1. During last half of work sequence, coordination visit by program operator will determine student's possibility of being retained by business for unsubsidized employment.
2. If successful, a regular work-schedule is implemented by a case manager and program operator.
3. If unsuccessful, a regular school schedule is implemented by case manager.

State Wide

1. By the end of the first month, seven visually impaired high school aged students will have made application to a work experience program coordinator in each school district, completed the required pre-employment sequence, and been accepted into the work program as evidenced by their acceptance into a community-based situation.

   a. Letter of program availability to work experience coordinators, special ed. directors, LVEC's, vision teachers. Sent by program operator during first week of school.
   b. Meet with school personnel stating a visually impaired student has desire to participate in program. Program operator during the second week of program.
   c. Complete Employment Application, during second week, program operator with cooperation with local school official.
   d. Complete Personal Data Folder, Personal Data Sheet, Letter of Application, Interview Questions, Resume.
   e. Complete Enrollment into JTPA Program. Program Operator and JTPA WIMS enroller.
   f. Complete Career Ability Placement Survey, to be administered by local school official, designated.
   g. Apply for job in community, utilizing personal data folder, student interview, local school official.
   h. Begin work, all transportation, schedulng, job considerations handled by local school official and program operator working cooperatively.

2. By the end of the second month, seven students will have completed one month of work at assigned work stations in the community as evidenced by an employer evaluation report of student progress.

   a. Employer evaluation report analyzed by local school official and program operator to determine student continuing with program or employer.
   b. Analyze and process time cards, done by program operator, business office, local school official.

3. After 100 hours of work the student will achieve unsubsidized work placement as evidenced by a job offer in the community or return to a regular classroom situation for re-evaluation as determined by his Individualized Education Plan.

   a. Employer evaluation report, employer, school official, program operator.
   b. Enter unsubsidized employment or return to regular school class schedule. Local school official, program operator.

Multi-Handicapped

1. By the end of the first month, five multi-handicapped students enrolled at WSVH will be evaluated, enter a pre-employment sequence and begin a work program. Success will be measured by student's attaining consistent compliance with accepted standards of progress as measured by staff members.

   a. Evaluation meeting, special education teachers, program operator, case manager, done during the first week of school.

   b. Pre-employment sequence, classroom teacher, checklist devised from employment readiness curriculum.
   c. A work program begins, orientation and mobility specialist, classroom teacher, program operator, supervisor at work site.
   d. Review of progress at end of each week by classroom teacher, program operator, case manager, work site supervisor.

2. By the end of the second month, the student will have completed one month of work at a level and location commensurate with his/her ability to interact with the world of work as evidenced by a monthly evaluation conducted by staff members.

   a. Time sheet analyzed, work site supervisor, program operator business office.
   b. Employer Evaluation Report, classroom teacher, work site supervisor, program operator.

3. After 100 hours of work, the student will achieve work placement as evidenced by placement in a community work site, or return to a regular classroom situatioon for re-evaluation as determined by his individualized education plan. Classroom teacher, program operator, case manager, work site supervisor, orientation and mobility specialist.

   a. Meeting with work site supervisor at end of 100 hours of work. Same personnel as in objective.
   b. Meeting at school with case manager, classroom teacher, program operator.

EVALUATION AND MONITORING

Objective

By the end of the first month, eight visually impaired students will have made application, completed the required pre-employment sequence, and been accepted into the work program as evidenced by a completed Personal Data Folder.

1. A weekly meeting with students during advisory period.
2. Completion of an Employability Skills Program
3. A successful interview with a work supervisor
4. Placement in a work experience situation.

By the end of the second month, eight student will have completed one month of work at assigned work stations on campus.
1. A weekly meeting with students during advisory period.
2. A employee progress rating sheet filled out by work supervisor.
3. On-site monitoring by program coordinator and vocational teacher.

By the end of 100 hours of work, the student will achieve unsubsidized work placement (4 students). The other students will return to a regular classroom situation for re-evaluation as determined by their Individualized Education Plans.

The student's progress with regard to specific vocational learning objectives stated in the project will be evaluated. Suggested persons to be involved are:

1. Training station supervisor
2. Program coordinator
3. Teacher

At grading intervals a brief narrative summary of the students progress in the work experience program will be written.

At the close of the program, a comprehensive report of the student's performance in the vocational training activities will be written. It will include a listing of specific vocational skills mastered, training procedures used throughout the program, and recommendations for future training. Possible recommendations.

1. Enrollment in an advanced on-campus or off-campus work program resulting in employment.
2. Re-enrollment in the same program to increase proficiency in previously identified learning objectives.
3. Enrollment in a different vocational training program that may be more suited to the student's career interests.

TRY-OUT EMPLOYMENT (State-Wide)

Community based work experience training programs are designed to enable students to develop proper attitudes toward work and acquire specific vocational skills in their job placement. Evaluation of student's performance is done jointly by the employer and the program coordinator and shared with the student and parents.

Objectives

By the end of the first month, seven visually impaired high school age students will have made application to a work experience program coordinator in each school district, completed the required pre-employment sequence, and been accepted into the work program as evidenced by their acceptance into a comjunity-based work situation.

By the end of the second month, seven students will have completed one month of work at assigned work stations in the community as evidenced by an employer evaluation report of student progress.

Evaluate Student Performance

a. Responsibilities of the training site employer
    1. review and record the student's performance relative to mastery of training objectives.
    2. review the evaluation report with the student.
    3. file evaluation report with program coordinator.

b. Responsibilities of the program coordinator.
   1. evaluate the student's performance on a similar form used by the employer.
   2. discuss the evaluation with the student's teacher, training site employer and parents.
   3. determine the future status of the student in the program. Possible conclusions may include:
      a. Placement is successful and is to be continued unsubsidized.
      b. Placement should continue with additional classroom instruction.
      c. Placement is unsuccessful and should be discontinued.

Evaluate effectiveness of training station.

Suggested persons to be involved are; program coordinator, teacher, training site employer, vocational instructor, and parents.

a. determine the quality of training station instruction/ supervison.
b. determine the educational value of tasks assigned to students.
c. determine quality of working conditions
d. determine the relevance of the experience to regular employment.
e. determine the cost effectiveness of the training site.
f. submit evaluation summary to the local school district, the DPI and parents for review and comment.

MULTI-HANDICAPPED (On-Campus)

Vocational education for multi-handicapped, visually impaired students should be designed to prepare the student for future employment. Four vocational trainng program delivery models are available for consideration. They are:

1. Mainstreaming/integration model provides instruction in regular vocational programs.
2. Work adjustment model provides instruction through on-campus simulation activities.
3. On-campus work experience incorporates instruction with on-campus vocational learning activities.
4. Off-campus work experience model utilizes community-based training activities in off-campus stations.

Objectives

By the end of the first month, five multi-handicapped students enrolled at WSVH will be evaluated for work potential, enter a pre-employment sequence and begin a work program. Success will be measured by students attaining consistent compliance with accepted standards of progress as measured by staff members.

By the end of the second month, the student will have completed one month of work at a level and location commensurate with his ability to interact with the world of work, as evidenced by a monthly evaluation conducted by staff members.

After one hundred hours of work, the student will achieve work placement as evidenced by placement in a community work site, or return to a regular classroom situation for re-evaluation as determined by his Individualized Education Plan (IEP).

A. Agencies that may provide training services for multi-handicapped visually impaired students.

   1. Area Vocational, Technical and Adult Education Schools
   2. Sheltered employment facilities.
   3. Business or industries that have expressed interest in providing on-site training for handicapped persons.
   4. Agencies such as Division of Vocational Rehabilitation

The effectiveness of a work experience program for the multi-handicapped visually impaired student may be determined by conducting a follow-up study of the program graduates.

The program coordinator will be expected to submit to the DPI a report at the end of the year containing data on employment success, failures and recommendations for continuance/termination of services.

EMPLOYMENT COMPETENCIES

Pre-Employment Skills

1. Read and Complete those parts of a job application form asking for personal facts, job interests and job skills, references, and education and employment records.

   All visually impaired students will complete a job application. If they are impaired severely enough to not be able to read the print, they will seek assistance from a staff member or friend to successfully have a job application completed with all questions answered accurately and legibly. Special attention is focused on the section (Physical Condition) so that a handicapped person can deal with the concept of a written or verbal explanation of the interrelationship between vision loss and the particular job for which he is making application.

2. Prepare letters of application, compile a list of references, and prepare a resume summarizing experience, education, and job training. All students will have a personal data folder on file with copies, in the appropriate reading medium, of letters of application, a list of references and the outline of a resume. The student will understand the value of such a folder when they are ready for the employment market.

Work Maturity Skills

1. Reliability

The student will report to the job ready to work, on time, regularly and promptly with only three warnings given before a termination request is submitted by the work supervisor.

After introduction and demonstration by the work supervisor, the student will complete his assigned tasks on time in a manner deemed appropriate. Success will be determined if the supervisor does not have to re-do the assignment at a later time.

2. Supervision

The student will pay attention, request clarification in a positive manner, and will demonstrate a respect for authority. This will be evidenced by the work supervisor scoring the student a minimum of three on a rating scale of one to five.

3. Motivation

The student will demonstrate initiative, good judgement, and integrity, by staying on task, not entering restricted areas without permission and completing all assigned tasks. This will be observed by the work supervisor.

The student will seek opportunities to learn more about assigned tasks, to learn more about increasingly complex tasks, and seek additional work when assigned tasks are completed. This will be measured by the work rating form on the students time sheet kept by the work supervisor.

Job Specific Skills

1. Knowledge of a Specific Job

The student will be measured by his supervisor concerning his ability to perform a specific job with the criteria that the student be eligible to be hired as an entry level employee after 100 hours of work experience. Students will perform at a level of 75% of this entry level skill after working on task for 50 hours.

CONTRACTUAL CONDITIONS

1. The PIC office of SDA #7 Rock County will complete participant certification and data entry for 20 applicants at a cost of $10.00 per applicant for a total of $200.00

2. The project is innovative and exemplary in nature and does not supplant existing programs.

3. Specific Deficits Needing Remediation in the 20 potential JTPA-Eligible youth

1.	Reads at least one grade below level	15
2.	Poor Self Image	10
3.	Failure to have realistic Occupational goals	15
4.	A year or more behind in progress toward meeting graduation requirements	17
5.	Handicapped	23

Source: School Records - WI School f/t Visually Handicapped

4. Drop-out Recruitment

Any visually impaired student who is identified as a potential dropout is a candidate for the Preparation for Employment Training program.

The following characteristics are used to identify potential dropouts: Failure to acquire basic skills in reading, writing, and mathematics: socio-economic conditions within the family; poor attendance; poor self-esteem; alcohol or other drug-related problems, and poor school citizenship.

EXHIBIT 40

YOUTH/ADULT COOPERATIVE FOR INDIVIDUALS WHO ARE MODERATELY/SEVERELY HANDICAPPED

Scope: Local Level

Funding Source:
Title IIA Education Coordination Grants, Local School District Funds , and other agency funds

Focus:
community based school to work transition program

Participants:
40 individuals who are moderately to severely handicapped

Location: Minnesota

Grant Recipient:
Carver-Scott Cooperative Center

Information Contact:
Gale E. Leonard, Coordinator,
Carver-Scott Cooperative Center,
401 East Fourth St., Chaska, MN
55318

Significant Features

SDA: West Metro (#9)

Education Agency: Carver Scott Cooperative Center

Cooperating Community Organizations: Carver-Scott Cooperative Center, Carver and Scott County PIC, Dept. of Vocational Rehabilitation, Mankato

Rehabilitation Center, Special Education Cooperative, Social Services. The cooperation is made possible by Education Coordination Funds under JTPA which are administered by the Minnesota State Board of Vocational Education.

1984-85 JTPA Funds: $41,650 Amount Matched: $63,450

Activities: This project seeks to establish a cooperative program involving special education, vocational education, vocational rehabilitation, employers and related community agencies to assist moderately to severely handicapped clients, both youth and adults, in making the transition from school or home to the highest possible level of employment. The services of these major agencies are coordinated to provide a sequence of vocationally relevant experiences which include vocational assessment, work adjustment training, skill training, job placement and intensive follow-up. This project developed a comprehensive vocational training and employment approach which consists of the key components of job development and analysis; skill acquisition, maintenance, and transfer; ongoing behavioral and performance assessments in all facets of involvement; case management; and intensive follow-up. Local business and industry settings are used to conduct employment training to ensure the maintenance and generalization of skills in real work environments. Clients in the project are involved in classroom assessment and training. This pre-placement program is specifically designed to evaluate student proficiency and level of independence and instill positive work habits and a full range of non-vocational survival skills, i.e., grooming, communication, functional reading and computation. A project coordinator and a project instructor carry out the project.

Cooperation: The two special ed coops, the two county JTPA offices and the agencies listed above were involved in the planning. Several of these agencies are involved in the implementation.

EXHIBIT 41

REGIONAL VOCATIONAL TRANSITION PROJECT

Scope: Regional

Funding Source:
Title IIA 8% Education Coordination Grants; Local School District Funds; Other Agency Funds

Focus:
school to work transition in rural, sparsely populated settings

Participants:
78 mildly to profoundly handicapped individuals

Location: Minnesota

Grant Recipient:
Southwest and West Central Educational Cooperative Service Unit

Information Contact:
Marchelle Plucknett, Southwest and West Central Education Cooperative Service Unit, Southwest State University, Marshall, MN 56258

Significant Features

Amount Requested: $41,130   Amount Matched: $41,368

SDA: Southwest Minnesota (#6)

Education Agencies: Southwest and West Central Educational Cooperative Service Unit (ECSU), Red Rock Ridge Special Education Cooperative, Montevideo Special Education Cooperative and Pipestone Special Education Cooperative (representing 70 school districts), Pipestone AVTI

Cooperating Community Organizations: REAL, Inc., DVR and Southwest Developmental Disabilities Committee

Need: Vocational transition services in these rural, sparsely populated regions have historically been limited. According to a needs survey of current service providers, special educators have difficulty in the development of Individualized Educational Plans (IEP) that adequately address pre-vocational and vocational training needs of students. Vocational counselors have difficulty developing Individualized Written Rehabilitation Plans (IWRP) that overcome any gaps in educatonal preparation, provide the necessary preparation for work or attitudinal skills, and also prepare the client for work. Both educational and vocational staffs are frustrated by the lack of time and opportunities to consult with one another on mutual client needs. The JTPA youth program Employability Development Programs (EDP) should also be coordinated and consistent with the IEP and IWRP.

Activities: A full-time transition specialist and part-time consultant for severely and profoundly handicapped will be hired to: 1) Work with case management teams to conduct assessment, counseling, and setting up of the training programs using existing agencies and services so that the IEP, IWRP, and EDP are compatible and realistic for 20 mildly to moderately handicapped clients by June 15, 1985; 2) Provide IEP/IWRP/EDP reviews and revisions for 50 additional mildly to moderately mentally handicapped clients in order to increase inter-agency services to those clients by June 1, 1985; 3) Work with case management teams to conduct assessment, counseling and setting up of training programs using existing agencies and services so that the IEP, IWRP and EDP are compatible and realistic for eight severely to profoundly mentally handicapped clients by June 1, 1985; 4) Establish client/family oriented procedures for interagency assessment, counseling and the development of the IEP/IWRP/EDP by October, 1984. The Vocational transition project will have ongoing interagency process management to insure adherence to objectives, to identify impediments and determine alternate strategies so objectives will be realized, and to document caseload child count data to all concerned agency staffs.

Cooperation: The proposal resulted from a survey of parents, special educators, vocational educators, social service providers, school administrators and special needs advocates. Staff from six educational agencies, four Job Training Offices, the Community Action Agency, two DVR offices, Region 8 Developmental Disabilities Committee and REAL, a non-profit community based service organization contributed to the planning of the project.

EXHIBIT 42

PRE-EMPLOYMENT/EMPLOYMENT SKILLS TRAINING PROGRAM

Scope: Local Level

Funding Source:
Title IIA 8% Education Coordination Grants, Voc. Rehabilitation, Local School District Funds, and Other Agency Funds

Focus:
on-the-job training; tryout employment

Participants:
33 trainable mentally retarded, educable mentally retarded, and special learning disabled youth

Location: Minnesota

Grant Recipient:
Cloquet Area Special Education Cooperative

Information Contact:
Jerry Lassila, Special Education
Cooperative, 509 Carlton Ave.,
Cloquet, MN 55720

Significant Features

SDA: Northeast Minnesota Office of Job Training, SDA #3

Education Agency: Cloquet Area Special Education Cooperative

Cooperating Agencies/Groups: Cloquet Area Businesses, Cloquet Chamber of Commerce, Arrowhead Economic Opportunity Agency, Division of Vocational Rehabilitation

Grant Amount: $26,841

Project Goals:

This is a job skills program for youth with handicaps, ages 16-21 years, who are receiving education in Carlton County school districts. The main goals of the project were to:

1. Assess student's skills and interests prior to job placement.
2. Develop a variety of employment skills training sites in Cloquet Area Communities and provide inservice training to these same area businesses.
3. Provide job training coaches to those students in need of more individualized instruction prior to job placement or tryout station.
4. Provide compensation to students for tryout employment work stations.
5. Provide transportation to and from job sites for handicapped students.
6. Provide on-site evaluation and follow-up consultation to the student and the private business.
7. Facilitate communication with the Division of Vocational Rehabilitation for all those students presumed to be within two years of high school completion.

Activities and Accomplishments:

1. During the 1983-84 school year thirty-nine students were enrolled in the preemployment skills training classes taught in four of the school districts. As of September 10, 1984, 47 students were enrolled. This represents a 21% increase of students now receiving the class.

   At the end of May, sixteen students were working in private-for-profit employment training sites. Eighty-seven point five percent (87.5%) of those students were kept for summer employment at the business' expense. By September 17th, seventeen students will be placed at training sites in the communities of Cloquet, Carlton, Esko, and Wrenshall. The following is a breakdown of the number of students being served during the present school year and their disability areas:

Disability	No. of Students
TMR (Trainable Mental Retardation)	2
EMR (Educable Mental Retardation)	9
SLD (Special Learning Disabilities)	6
Total Students Served	17

   A total of 33 handicapped students will have utilized this program as of September 10, 1984.

2. A total of 24 students will be transported to and from their tryout employment stations with this grant. Money to continue transporting in 1985 is being sought from a private foundation. This will add continuity to the program for the remaining portion of the school year.

3. The concept of using a job-training coach was well accepted by those businesses requesting one. Parents, students, and staff felt that it was a very effective way of supporting the student with more severe handicaps into the training site until they learned their tasks and became more comfortable with personnel.

Concerns or Difficulties Encountered

1. Implementation of the actual grant and the initial projected project start-up date was almost one month late in starting.

2. Coordination of all activities and the hiring of specified personnel took longer than anticipated.

3. Application for employment at less than minimum wage through the Minnesota Department of Labor and Industry was very lengthy and time consuming.

EXHIBIT 43

PROJECT OBTAIN II

Scope: Local Level

Location: Rhode Island

Funding Source:
SDA Title IIA

Grant Recipient:
Woonsocket Education Department

Focus:
on-the-job training

Information Contact:
Jeannette Roolf, JTPA Coordinator,
Special Education Dept., 108 High
St., Woonsocket, RI 02895

Participants:
25 students who are mild/moderately handicapped

Significant Features

1984-85 JTPA Funds: $19,000   Matching Funds: $29,000

Project OBTAIN II currently serves 25 mild/moderate handicapped in-school youth who are enrolled in the Special Education Work Study Program at Woonsocket High School. The academic/work study program is entitled Occupational Education and has been serving students in Woonsocket for 19 years. Project OBTAIN II serves 25 of the 55 enrolled in the Occupational Education program. Students are selected based upon individual needs and goals.

The primary focus of Project OBTAIN II is to proivde subsidized on-the-job training for youngsters. The school department cannot pay students for try-out employment nor can they subsidize employers who hire handicapped youngsters. These subsidies provide the necessary "leeway" for handicapped youngsters to develop skills necessary for entry-level competitive employment. Generally, students progress from basic skills training to "try-out" employment through the needs based payment system, to subsidized on-the-job training in competitive employment, and finally to unsubsidized employment. Students may enter this process at any phase and progress at their own rate. Length of involvement varies with each student, depending upon prior vocational experiences, career goals and degree of handicapping condition.

Phase I of Project OBTAIN II is designed primarily for students under 16 who have no work experience, limited opportunity for career exploration and limited cultural experiences, especially as they relate to the world of work. Phase II is designed primarily for those students 16 and older who have had some opportunity for career exploration or vocational training, have begun developing realistic work-related goals and are "work-ready" at some level. Progress from one phase to another depends on skill development, maturity and degree of handicapping condition. For example, one student may participate in phase I during the 84-85 school year and phase II the following year, while another student may complete both phases in a year. The anticipated outcome, regardless of length of participation, is placement in unsubsidized employment. Following is an outline of the program and long term objectives. Also included is a letter of agreement used with participating employers and a parent consent form.

Phase I - Career Exploration/Hands-On training

1. Project Vital Training Programs
2. Individualized training in client specified interest area primarily encompassing "low-incidence" occupations at the entry level.
3. Short term intensified training workshops
4. Field trips - "non-visible" occupations that provide exposure to jobs realistic for handicapped students within local community. (Examples - warehouse, hospital, fish markets).
5. Try-out employment (through needs-based system)

Phase II - On-the-Job Training

1. Try-out employment
2. Subsidized employment
3. Unsubsidized employment

Program Objectives (Long Term)

1. To establish entry level programs that are relevant to current employer needs.
2. To provide training so that students will be hired and function successfully in entry-level jobs. Project VITAL - Phase 1
3. To provide individualized training in specialized areas so that students may function successfully in entry-level position in identified area (low-incidence occupations).
4. To provide each student with hands-on training experience so that he/she may assess whether the selected occupation offers realistic occupational goals in terms of interest and potential skill development.
5. To provide handicapped and economically disadvantaged youngsters the necessary "education-to-work" activities so that they will overcome serious employment deficiencies.

JOB TRAINING PARTNERSHIP ACT-EMPLOYER
LETTER OF AGREEMENT

We, the undersigned, as employers agree to develop instructional/work stations for the purpose of training selected diagnosed handicapped students participating in the Job Training Partnership Act.

Further, the following shall apply to the Agreement.

1. The instruction of students enrolled in the program conducted in an industrial setting shall be under the immediate supervision of the Job Training Partnership Act Coordinator.

2. The Job Training Partnership Act Coordinator shall develop a record-keeping system and a student training plan and expected duration of training activities.

3. The Job Training Partnership Act Coordinator or Job Training Partnership Act Job Developer shall meet with each student at least once during every 10 hours of training. This meeting shall include a review of the record keeping system and the student's training plan.

4. No student may replace an employee or cause his/her hours to be reduced, nor shall the student's training activities preclude the hiring of additional employees.

5. The Job Training Partnership Act Coordinator will remove or reassign a student from a work training station upon request of the work training station supervisor.

6. Training facilities must meet OSHA standards.

7. Job Training Partnership Act Coordinator will be responsible for the development, implementation and overall operation of the program in cooperation with the employer.

8. Liability for the health and safety of students participating in training programs is the responsibility of the operating school district. The operating school district also agrees to hold the Board of Regents and the State of Rhode Island harmless against any claims made against the Board of Regents or the State of Rhode Island by any student.

9. Student applicants for admission into the training program will not be discriminated against on the basis of race, color, religion, sex, national origin, age or handicap in accordance with the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

10. Job Training Partnership Act will reimburse the employer for services performed on the following basis:

    a. Fifty percent of the trainee wages will be reimbursed to the employer upon receipt of a signed attendance record.
    b. The trainee must be paid no less than the minimum Federally established hourly rate. ($3.35 as of 11/20/84)
    c. Fifty percent of any compensation above the minimum wage will be reimbursed to the employer upon approval by Job Training Partnership Act.
    d. If the employer provides for the services of an on-site instructor, the employer will be reimbursed on an agreed upon stipend between the employer and Job Training Partnership Act.

11. This Agreement may be amended by mutual written consent of the parties and may be terminated with (30) thirty days written notice by either party.

Superintendent of Schools	Company
Job Training Partnership Act Coordinator	Company Representative
Address	Title
Telephone	Address
Date ____________________	

WOONSOCKET EDUCATION DEPARTMENT
SPECIAL EDUCATION
108 HIGH STREET
WOONSOCKET, RHODE ISLAND 02895
TELEPHONE (401) 762-4440

ROBERT A. PURCELL
Director of Special Education

I give my ____________________ permission to participate in the on-location food service training program at Ponderosa. I have reviewed the attached schedule. I understand that some of the training will be during school hours and therefore the students will be released to attend the session. I understand that transportation, either by cab or bus, will be provided at no charge to the students.

Parent	Student

___ I do give permission for my child's picture to be published in the newspaper article on the program.

___ I do not give permission for my child's picture to be published in the newspaper article on the program.

EXHIBIT 44

PRE-EMPLOYMENT MODEL PROGRAM FOR HANDICAPPED STUDENTS

Scope: Local Level

Funding Source:
8% State Coordination Grant

Focus:
Pre-employment skills, job exploration

Participants:
65 inschool youth ages 12-22 who are seriously emotionally disturbed, and learning disabled with severe behavioral problems

Location: California

Grant Recipient:
San Bernardino Unified School District

Information Contact:
Dr. Doris Agin, Administrator, Special Education Department, San Bernardino Unified School District, 777 North "F" Street, San Bernardino, CA 92410

Significant Features

The goals of the Model Program are to identify and implement educational techniques that meet the needs of the handicapped students for: 1) occupational exploration; and 2) development of those job skills that employers deem important for job success, as well as those skills deemed to be lacking in job applicants.

A pre-employment training center serves as the focus point of this program. This meets the definition requirement described as "Training Program Development" - developing and initiating a new, non-existant program within the LEA to serve eligible participants and better meet current and future labor demands of the private sector within the SDA.

Methodology includes pre and post testing of students in job exploration areas. Students use microcomputers for job explorations and "hands on" discovery packages. Small groups and individual career counseling and guidance sessions relate to those job skills necessary for job success as defined by employers in the Workability study. Vocational facilitators, teachers and assistants implement the program. Students remain in their assigned day classes for a majority of their school day, but are transported to the Center for participation in the Model Program for a minimum of two hours per week.

The program requirements are as follows.

Program Requirements	Activities: Training/service	Goals/Objectives
1. Curriculum design and Content that is based upon the philosophy, process, procedures of competency-based learning.	Use the EVSELPA curricular framework section of Vocational Education; teaching units with goals and objectives	Obj. #1 - Job Exploration Obj. #2 - Job Skills
2. Counseling and guidance services to assure that all students are properly placed in the appropriate competency level, and that their progress is monitored with appropriate instruments.	Testing with instruments from National Research Center for Voc. Ed. Design teacher eval. technique for eval. job skills area	Obj. #1 - Job Exploration Obj. #2 - Job Skills
3. Student Assessment system which supports the intake, placement, and instructional programs.	Multi-disciplinary assessment completed on all sp. ed. students. Effective since 1980.	PL 94-142
4. PRE-EMPLOYMENT COMPETENCIES CURRICULUM	DEVELOP A PRE-VOCATIONAL TRAINING CENTER	PROJECT EMPHASIS OBJ. #1 OJB. #2 OJB. #3
5. Work maturity competencies curriculum	Training packages already developed will be used in the counseling sessions	Obj. #2 - Job Skills
6. Basic Curriculum	Proficiency examinations available to all handicapped. District proficiency exams have been developed.	District policy for graduation. Policy for Differential standards Ed. Code 56345d.
7. Job specific competency	Student participation in mainstreamed vocational ed., ROP, and O.J.T.	Obj. #3 - eligible for next stage placement
8. Job Development	Placement personnel available in district voc. ed. dept. Will assist in final phase of report	Obj. #3 - eligible for next stage placement
9. Evaluation that will determine the levels of achievement pertaining to the goals and objectives of the total program.	Pre and post testing of program participants. Annual review of IEP goal and objectives	Obj. #1 Obj. #2 Obj. #3 PL 94-142

Program Linkages

The following is a listing of service providers contributing to the Model Program project and a description of each role or contribution.

The National Center for Research in Vocational Education provided two complete sets of materials for CPS, Microcomputer version (30 floppy disks, student guides, instructor guides); one staff member for site visition to assist staff in installing the system; staff to train project facilitators, two Atari 800 microcomputers with monitors, disk drives and necessary connecting cables for duration of project; toll-free telephone hotline consultation; evaluation instruments for students; evaluation instruments for facilitators.

East Valley Special Education Local Plan Area provides Program Manager/Curriculum and Instruction and consults as co-director and assists in co-coordinating the project.

San Bernardino City Unified School District - Vocational Department provides personnel two hours per week to assist on-site project facilitators.

San Bernardino County Vocational and ROP Department provides personnel to train facilitators for using VIEW and will provide the VIEW software for the Apple IIE microcomputers.

San Bernardino County Department of Mental Health provides counseling service as currently presented under a joint contract.

Vocational Rehabilitation district cooperates with Workability Program personnel when handicapped students are ready for services of agency.

Employment Development Department cooperation is maintained between school district and EDD agency.

EXHIBIT 45

CANNON VALLEY EDUCATION PROJECT

Scope: Local Level

Funding Source:
Title IIA 8% Education
Coordination Grants

Focus:
vocational training and
job placement

Participants:
30 handicapped students

Location: Minnesota

Grant Recipient:
n/a

Information Contact:
Lynda Hyberger, Program Operations
Monitor, Private Industry Council,
Inc., 1530 Highway 52 North,
Rochester, MN 55901

Significant Features

Project Description

The project provides for Vocational Educational training and work placement for approximately 30 handicapped students enrolled in educational programs. Services include an employment survey to identify necessary entry level skills, development of instructional curriculum necessary for appropriate training of vocational skills to handicapped students and an articulation system developed between secondary programs and post secondary services. Further, a stronger interagency collaboration developed between agencies serving handicapped youth.

The project's main goal is to foster a positive self image for youth with handicaps by providing them with a realistic work experience and allowing for work maturity by a positive transition from school to work.

Need

The need for this project (partial listing) included:

1. The lack of vocational education was identified in the compliance monitoring of the Cannon Valley Special Education Cooperative in February of 1984.

2. A task force was organized, representing districts in the Cannon Valley Special Education Cooperative and met during the 1983-84 school year. Their finding was a need to strengthen work experiences for handicapped children.

3. There currently exists limited service for regular education students and special education students in vocational education.

4. There is a limited curriculum available in vocational education for handicapped students. There needs to be a continuum of curriculum beginning in the elementary program and taught on up into secondary programs.

5. There needs to be a process for transition from school to work for handicapped students.

6. The parents are requesting vocational education for handicapped children, and currently there is not a mechanism in place in which to provide for that.

Objectives and Activities

Goal 1. Develop realistic experience of on-the-job training in different situations.

Activity: 1) The Support Service Manager will identify the types of employment opportunities available and attempt to match the opportunities with skills the students have.
2) A matching of entry level skills needed for employment and training in pre-vocational activities will occur.

Goal 2. To develop interagency cooperation.

Activity: 1) A communication system will be developed that will facilitate job placement of students as they graduate or reach age 21.
2) Agencies such as DVR, Social Services, Developmental Achievement Center will be involved in job placements.
3) Regular scheduled meetings will be held to facilitate the interagency cooperation.

Goal 3. To develop an appropriate assessment program.

Activity: 1) A system for assessment of vocational needs will be established that will enable the appropriate work experience is available.
2) Identify the appropriate instruments needed for this assessment process.
3) Schedule assessment for students.

Goal 4. To develop articulation between secondary and post-secondary vocational programs.

Activity: 1) The Support Services Manager will identify what post-secondary training programs exist.
2) Vocational counseling will be offered to the students who graduate or reach age 21.

Goal 5. To develop a continuum curriculum for vocational education for students with handicaps.

Activity: 1) The curriculum taught will be redeveloped so it matches the identified employment opportunities for handicapped students.

Goal 6. To develop parent involvement in vocational programs for handicapped students.

Activity: 1) An advisory group will be formed that consists of parents of students to provide input into vocational programming that will consider parental needs also.

Planning Process

During the school year 1983-84, a task force met to identify what services did and did not exist in the area of vocational education for handicapped students. This task force had representation from educators, Social Services, parents, DVR, post secondary educational programs and parent advocacy groups. The task force developed a needs assessment which identified the following: 1) pre-vocational skills need strengthening for handicapped students, 2) more interagency collaboration, 3) stronger curriculum, 4) vocational assessments needed refining, 5) Post-secondary, secondary articulation, 6) survey of entry level skills so a better system can be developed for training. This task force held six separate meetings to identify these areas.

EXHIBIT 46

PRE-EMPLOYMENT PROGRAM - SKILLS INITIATIVES (PEPSI)

Scope: Regional Level

Funding Source:
Title IIA 8% Education
Coordination Grants

Focus:
pre-employment skills
preparation

Participants:
239 in-school youth who are
handicapped (estimate)

Location: Minnesota

Grant Recipient:
Semcac, Inc.

Information Contact:
Lynda Hyberger, Program Operations
Monitor, Private Industry Council,
Inc., 1530 Highway 52 North,
Rochester, MN 55901

Significant Features

Project Description

The Pre-Employment Program - Skills Initiatives (PEPSI) is a replication in four secondary educational institutions of a very successful program which trains handicapped students. This program was originally developed in Albert Lea High School with YETP Funding and consisted of assessment and progressively more difficult in-house work stations which produced products for the school district e.g. scratch tablets made from a scrap paper, two and four inch letters for classroom bulletin boards, screen printed posters, and plastic name tags. Students also helped run the school store. Some handicapped students whose future employment prognosis was limited to a day activity center are now in vocational schools and others are succeeding in sheltered workshops. The goal is to make tax paying citizens out of as many handicapped students as possible. The ultimate goal would be to place all students in private sector employment, post secondary training or military service.

Although the grant was written for four specific educational institutions, all of the host schools serve handicapped students from neighboring school districts and thus the majority of school districts in four counties are served. Each of the three secondary schools follow the industrial model established by Albert Lea High School but adapted it to the talents of the available staff and local resources. Albert Lea expanded its program from fifty students to eighty students. To do so, a section was run from 3:00 - 6:00 p.m. Austin and Winona High School established their programs practically from scratch. The Southeastern Minnesota Special Educational Cooperative runs an alternative school in Preston that serves students who could be classified as EBD from nine school districts. These students are given more indepth pre-employment skills, career development and job search skills. They are expected to hold employment in the private sector while attending school in the evening.

PEPSI is administered and coordinated by Semcac, Inc. Semcac, Inc. negotiated individual contracts with the educational institutions based upon the level of funding granted. Semcac, Inc. coordinates staff training, enrolls and tracks students through the Management Information System, pays invoices and insures as much as possible that the model is successfully replicated. As a Job Training Partnership Program deliverer in Service Delivery Area No. #8, Semcac coordinates this program with its regular exemplary youth program and set aside $35,000.00 for tryout employment and on-the-job training.

Need

Each of the four schools have some common needs but for the most part the needs vary from school to school. The needs therefore will be individually illustrated.

A. Albert Lea Senior High School has had 55 students involved in a handicapped work program during school year 1983-1984. For 1984-1985, 80 additional students were potential program participants. During 1984-85 the school utilized one of the other shop rooms after the normal school day. The program runs from 8:00 a.m. to 6:00 p.m., with a staggered start for selected students.

   The district also serve several neighboring districts for their TMH needs.

B. Austin Senior High School had 50 students involved in a pre-employment skills class during academic year 1983-1984. Of the 50, 38 were severely handicapped and 8 were LD students, four of whom obtained private sector jobs and three of whom worked in JTPA sponsored jobs. Currently, only minimal amounts of spontaneous and instructional work experiences are available for these severely handicapped people.

The number of potential students to be served in the 1984-1985 school year is 191.

C. Winona District 861 serves six TMH and 23 EMH students at the Senior High level. Given limited resources available, services were first focused on TMH and EMH populations. If resources are available, services will also be offered to 32 EBD and 61 LD students.

D. Southeastern Minnesota Special Education Cooperative Recovery School. The recovery school in Preston, Minnesota, serves high school dropouts from nine school districts in Fillmore and Olmsted counties. The school holds its classes in the evening and the students work during the day. These young people were formerly employed with the use of CETA funding in public sector jobs.

Since this situation is different from the above three programs, it did not utilize in-school work stations, but placed the youth in the youth's local community. The classroom pre-employment skills component, career assessment and job search techniques were parallel to that done by the other schools.

Objectives and Activities

A. To train teaching staff in the model successfully used in Albert Lea

- A one day teacher workshop was conducted at Albert Lea High School

B. To assess existing vocational skills and deficiencies

- Teacher observations of behaviors and abilities
- Skills testing through appropriate tests and measures
- Trial work which progresses through the least difficult to most difficult in-house jobs

C. To create in-house work stations which will provide pre-vocational skills necessary to become successful as a worker

- To display basic job attitudes: on-time, on-task, reliable, productive
- To be able to work two hours straight without disruption
- To increase stamina and productivity with tasks of the job
- To improve attendance and reliability
- To teach basic human relations skills as they relate to the job
- To promote team work
- To promote quality

D. To provide handicapped students an alternative delivery system of education which will include credit for pre-vocational work experience which will count toward graduation

- To provide them with an opportunity to work in the in-house work stations for which they will receive academic credit
- To provide a more flexible school day (8am to 6pm)

E. To develop work stations which are progressively challenging and representative of work stations found in outside employment

- To continue to operate the school store and the paper salvage center
- To expand the salvage operation to include other materials (such as aluminum)
- To operate a vegetable garden and stand during the summer
- To expand the janitor's aide program into the after school hours
- To search for outside projects in conjunction with local business

F. To help each handicapped student achieve the highest level of job attainment possible within the relm of his/her potential

- The goal is to make tax paying citizens out of as many handicapped students as possible. The ultimate goal would be to place or help place students through DVR Services and other agencies in private sector employment, post-secondary training, or military service. Some students may be unable to attain outside employment, for them the goal is to increase their skills so that they may function at a sheltered workshop

EXHIBIT 47

DROPOUT PREVENTION PROGRAM THROUGH WORK EXPERIENCE

Scope: Local Level

Funding Source:
Title IIA 8% Education Coordination Grants

Focus:
dropout prevention

Participants:
dropout prone students and recent dropouts - including handicapped youth

Location: Minnesota

Grant Recipient:
n/a

Information Contact:
Lynda Hyberger, Program Operations Monitor, Private Industry Council, Inc., 1530 Highway 52 North,
Rochester, MN 55901

Significant Features

Program Description

The dropout prevention program is targeted to serve dropout prone students and high school students who have recently dropped out of school. The objective of our program is to provide an alternative for the student who has a difficulty time functioning in the traditional high school setting. The students can receive his or her high school diploma through a work study program and help them acquire better work habits and skills. Ten to 20 students per year are served in this alternative program. These youth receive training in basic living social and employment skills in a one hour per day seminar class and students are also placed in a work experience site. They are released from school for a maximum of two hours per day to work. They will receive two credits for the program. These work sites are monitored by the coordinator.

Background

The dropout prevention program has been operating for the last four years, with funding help from Owatonna School District 761, CETA, The Citizens Action Council of Zumbrota, Minnesota and Federal Block Grant monies. Because of reduction in funding from these sources we are again looking for aid.

Fifty to 55 students were served in the past four years ranging in age from 15-17 years old. Eighty-five of these students have finished the year long program, with the majority of the students from the first two years graduating from high school.

Need

Recent OHS statistics show that about 2.3 percent of the students drop out of high school each year. The majority of them are leaving school late in the 9th grade, during the 10th grade, or early in the 11th grade and usually close to their 16th birthday. Experience has also shown that a large number of students are classified as in-school dropouts. Their grades and attitudes are so negative that they view school as only a place to see their friends and little else.

Principles, counselors, and teachers are in agreement that the following student needs be met:

1. Employment and school attitudes
2. Career exploration
3. Living skills
4. Vocational experiences
5. Work knowledge
6. Individualized instruction

Potential dropouts will have a better chance of completing a high school program if they are given an opportunity to be involved in a program that combines school and employment.

Groups to be Served

Youths to be recruited are potential dropouts and recent high school dropouts. Special effort is be made to include the economically disadvantaged youth. Youths from the age of 15-17 are eligible for this program. The following criteria for eligibility are used.

1. School attendance
2. Attitude
3. Academic standing
4. Chronic discipline problem
5. Chemical dependency
6. Unstable home background
7. L.D. program
8. Economically deprived
9. Handicapped

Outreach

The school counselors, principals, teachers, Steele County Welfare Department, Employment Office, school and county social workers, Citizens Action Council of Zumbrota, Minnesota, Court Services, parents, and other agencies are used to identify and encourage dropouts and potential dropouts to take advantage of the opportunity to enter an alternate program leading towards a diploma.

The high school's Special Service Committee screens all referrals and recommends students for the program. This committee is made up of teachers, counselors, special education instructors, psychologists, the director of Special services, and the high school principals.

Selection

1. Contact all students who have dropped out in the past three years and encourage them to return to school in the alternate setting.

2. Contact all students who may be potential dropouts referred for the program.

3. Based on:
    a) inability to function in traditional classroom
    b) behavioral problem
    c) absenteeism and tardiness
    d) economic problems
    e) poor self-image
    f) stressful family situation
    g) hostility to adults and authority figure
    h) general unacceptance of school staff
    i) frequent difficulty with law

Services

The in-school program is designed to provide the following two classifications of services;

1. Transition services. These services are designed to prepare and assist youth to move from school to jobs in the labor market.
    a) Counseling, including occupational information, apprenticeship information, and career counseling
    b) Activities promoting education to work transition
    c) Provision of labor market information
    d) Services to youth to help them obtain and retain employment
    e) Job sampling, including vocational exploration in the public and private sector
    f) Institutional skills training
    g) Transportation assistance
    h) Improve work relationships between employers and youth
    i) Provision of information regarding employment and training related opportunities
    j) Job development, direct placement, and placement assistance to secure unsubsidized employment opportunities for youth
    k) Assistance in overcoming sex-stereotyping in job development, placement

2. Career employment experience. This activity is a combination of both well supervised employment work experience or on-the-job training and certain transition services including career information, counseling, and guidance.

3. Credits. One credit is given for the work experience seminar class and one credit for on-the-job work experience.

4. School Day. A typical school day includes English, social studies, related skill class, work seminar and supervised work experience. An L.D. instructor works with the students when appropriate.

Transportation

1. Students are bused to school
2. Those students needing transportation are transported to the job site

Goals

1. To identify dropouts and potential dropouts
2. To provide an alternate delivery system of education for dropouts, to include high school credit towards graduation
3. To identify existing educational deficiencies
4. To improve communication and computational skills
5. To develop social skills including human relations concepts
6. To develop cultural awareness
7. To provide educational and vocational counseling
8. To develop employment opportunities
9. To develop job holding responsibilities

10. To develop job skills
11. To provide coordination at on-the-job training stations
12. To provide career exploration
13. To provide assistance in job placement

Objectives

1. To determine educational deficiencies
2. To determine aptitude and abilities
3. To determine career preferences
4. To determine personal problems that may be interfering with school or work
5. To recognize the special needs of students who are educationally and economically disadvantaged
6. To provide the educational and occupational programs essential to the development of young students
7. To provide programs which deal with in-school as well as out-of-school youth employment problems
8. To identify specific skill deficiencies and the degree of application of skills already learned
9. To provide consultation with potential program participants as to their expectations in vocational or job training possibilities
10. To provide preparation for G.E.D. testing so that students, if they choose, can receive their secondary equivalency

Administer and score AVTI Vocational Planning section on job preferences, aptitudes and abilities. Individual counseling, interviews with previous teachers/employers, study high school records and tests, and learn to use MOIS system. Administer General Aptitude Test Battery at Employment Office.

Linkages

These agencies have cooperated with our program in the past four years:

1. Steele County Social Services
2. Steele County Court Services
3. Citizens Action Council of Zumbrota, Minnesota
4. Human Relations Center
5. West Hills Lodge (Half-Way House)
6. Job Services - Owatonna

EXHIBIT 48

OCCUPATIONAL EDUCATION SUMMER SCHOOL

Scope: Local Level

Location: New York

Funding Source:
Vocational Education,
SDA Title IIB

Grant Recipient:
Rochester City
School District

Focus:
vocational classroom training shops and basic prevocational skills

Information Contact:
Edgar Hollwedel,
Supervising Director
of Continuing
Instruction or
Donna Phillips, City
School District, 131
W. Brood St.,
Rochester, NY 14608

Participants:
students with learning disabilities, mental retardation, and physical impairments--as a percent of total participants

Performance Outcomes: Positive termination rate 88%
Recommended for one unit of school credit 67%

Significant Features

The Occupational Education Summer School program is a jointly coordinated effort between Vocational Education Act and Job Training Partnership Act funds. This multi-occupational secondary program offers 14-21 year old students daily sessions in one of 15 different vocational classroom training shops: auto body, commercial art, computer operations, construction trades, cosmetology, food services, horticulture, machine trades, multi-occupations, office skills, offset printing, plant maintenance, and welding, etc. Seven shops are conducted twice a day, 22 vocational shops are offered each day. Shops met for a total of two hours and 15 minutes per day. Handicapped students are either mainstreamed into specific shop areas or instructed in a multi-occupational education course, depending on their abilities and needs. Instruction in the shops include presentation of theory and hands-on experience. The multi-occupational course specific to special needs students includes instruction in basic pre-vocational skills and hands-on experience in repairing classroom and office furniture. Nine career education sessions are held for two and one fourth hours. Content included development of self-awareness, decision-making, job hunting skills, and a variety of job holding techniques.

EXHIBIT 49

SUMMER YOUTH EMPLOYMENT FOR THE HANDICAPPED

Scope: Local Level

Location: Maryland

Funding Source:
Title IIB

Focus:
work experience, positive work attitudes and habits, social maturity, skills for home use and obtaining employment, and development of physical stamina and strength

Participants:
29 JTPA eligible handicapped youth 14-21 years of age

Grant Recipient:
Board of Education of Washington County

Information Contact:
Herbert Ewhank, Specialist, Board of Education of Washington County
P.O. Box 730, Commonwealth Ave.,
Hagerstown, MD 21741-0730

Performance Outcomes:		
	Authorized	30
	Hired	20
	Percentage	66.6%

Significant Features

This project provides temporary summer employment for handicapped youth during a seven week period at public schools and non-profit organizations. Participants can work 24 hours per week for a total of 168 hours per person. The wages are $3.50 per hour. During the job interview, participants are informed of types of work to be done, working hours, salary, proper work attire and expected job performance. Those hired and their parents attend an orientation session to learn the work and pay schedules, arrange transportation such as car pooling and to complete all records. Participants are divided into two crews. Two crew leaders supervise all work activities. Youth learn proper use of materials, tools, and correct procedures. The crew supervisors work beside the crew members and provide instruction when necessary. Work activities include: cleaning and painting interiors, repairing and refinishing furniture, floor care and grounds care. Participants learn to use a wide variety of tools and equipment in developing and enhancing their skills.

EXHIBIT 50

YOUTH SPECIAL NEEDS

Scope: Local Level

Location: Wisconsin

Funding Source:
SDA Title IIB

Focus:
employment skill training

Participants:
18-21 year old developmentally disabled youth who are graduates of area high schools

Grant Recipient:
Cooperative Educational Services Agency #2

Information Contact:
Norma M. Thompson, CESA #2, 4243 E.
Rotamer Rd., Janesville, WI 53545

Performance Outcomes: Eight students were served during the summer of 1984.
Six were placed in unsubsidized employment by the end of the contract.
Two were placed in unsubsidized employment within the 60 day followup period.

Significant Features

These youth must be in need of further (post high school) training and support services in order to obtain unsubsidized employment. They learn entry level job skills for positions such as: dishwasher, food preparation worker, bus person, motel maid, porter, laundry worker, and janitorial worker.

EXHIBIT 51

SUMMER YOUTH PROGRAM

Scope: Local Level

Location: Florida

Funding Source:
SDA Title IIB

Grant Recipient:
School District of Escambia County

Focus:
summer employment

Information Contact:
Diana Page, DOT Program Coordinator
Judy Andrews Center for Exceptional Student Education, 129 N. Merritt St., Pensacola, FL 32507

Participants:
handicapped youth enrolled at the Judy Andrews Center

Significant Features

The below listed criteria were used in screening and selecting participants for the 1984 SYEP.

1. Must meet federal guidelines for family income.
2. Must meet age requirement, 16 through 21.
3. Continued unexcused absences may result in exclusion from the program.
4. Flagrant violations of students resopnsibilities, as outlined in the Students Rights and Responsibilities Handbook for good citizen, may also exclude a student from participation in the program.
5. Students must pass all ESE Courses.
6. Those students who have successfully completed the OJT or W.E. (On-the-Job Training or Work Experience) course will receive first consideration for the available SYEP positions. If more students are eligible than slots are available, random selection process will be utilized. Randomly-selected students must have 80% or better on their behavioral points for a minimum of six (6) weeks.
7. A maximum of two participants per household.

Staff anticipate that this program will be re-funded for the summer of 1985.

EXHIBIT 52

COUPLED PROGRAM FOR HANDICAPPED YOUTH

Scope: Local Level

Funding Source:
local school district and
SDA Title IIB

Focus: summer work-study

Participants:
24 students with severe learning disabilities, ages 14-20, plus 3 student aides (ages 14-18)

Location: New Jersey

Grant Recipient:
Middletown Township Board of Education

Information Contact:
George Jarrach, Ph.D., Supervisor
Middletown Township Board of Education, Office of Basic Skills,
59 Tindall Rd., Middletown, NJ
07748

Significant Features

Goal: Provide high school and junior high school youth ages 14-20 with an opportunity to use the skills taught them during the school year in a practical way in the classroom and on job tasks.

Objectives:

1. to provide opportunities for practical applications of skills learned during the school year
2. to provide opportunities for hands-on experiences on job tasks
3. to orient students to performance of saleable job skills
4. to socialize students in a work/study environment
5. to help students understand the importance of health habits in daily living

Staff: two teachers provided by JTPA funded program and two other staff members provided by school district (two Industrial Arts instructors, one Guidance Counselor, one Nurse).

Topical Course Outline:

- practical reading instruction	1 hour a day
- orientation to World of Work	1 hour a day
- practical mathematics instruction	1 hour a day
- health instruction	2 hours a week
- practical hand tasks instruction and/or	3 hours a day
- work projects . cooking and food service . maintenance tasks . custodial tasks . groundsperson tasks	

Performance indicators and standards/expectancies:

1. At the end of the 6 week program, 100% of students will be able to explain verbally with 80% efficiency the achievements he/she personally made during program
2. During the health instruction, 100% of the students will be able to respond to a questionnaire on good health habits with 90% proficiency
3. Half-way through the program, 100% of the students will be able to name and describe the use of six simple tools with 100% proficiency
4. By the end of the program, 100% of the students will be able to demonstrate a 75% proficiency in the performance of one job task
5. By the end of the program, 100% of the students will be able to read and understand a simple technical manual.

Student aides assisted instructors in all activities. Students were paid $3.35 per hour.

EXHIBIT 53

L'ANSE CREUSE SUMMER YOUTH PROGRAM FOR HANDICAPPED YOUTH

Scope: Local Level

Location: Michigan

Funding Source:
Title IIB Summer Programming

Grant Recipient:
L'Anse Creuse Public Schools

Focus:
job acquisition and maintenance skills, work experience, on-the-job counseling, support and daily monitoring

Information Contact:
Karen M. La Peikis, Work Study Coordinator, Special Education,
L'Anse Creuse Public Schools,
Fred V. Pankow Career Center,
24600 Pankow Blvd., Mt. Clemons,
MI 48045

Participants:
emotionally impaired, learning disabled, educable mentally impaired, physically and otherwise health impaired students

Performance Outcome:	Number served	25 students
	Number placed in jobs and on work sites	25 students

Significant Features

The program served handicapped students certified as Special Education candidates. These students were monitored and supported daily by three masters degree interns from Oakland and Wayne State Universities. All students met for a minimum of 5 days a week for 5 weeks. They were housed for at least four hours a day from 8:00 a.m. until noon. The program began June 25, 1984 and terminated July 27, 1984.

The first week of this block was devoted to in-house training. All students completed Kimbrell and Vineyard's Entering the World of Work. The units were designed to review and enhance job acquisition and maintenance skills. The review was an introduction to a successful job placement. Units included: employer's desires, applications, letters of introduction, interviewing, appearance, time sheets, safety rules, peer adjustment, fringe benefits, taxes, budgeting, etc. Students were rated daily by coordinators and interns using checklists. These checklists monitored attendance, punctuality, motivation, grooming, courtesy, etc. From a point total for the week, job placements were made on a prioritized basis.

Eight students were placed in a simulated light assembly plant. A cooperative agreement was made with a local business. The eight students were monitored by an intern who acted as plant director. They used transmission parts to do sorting, deburring, light assembly, etc. An accurate, organized system was developed for quality control. Students could earn the ability to become "foreman" for the week. This was based on attitude and production. All work was charted daily. Students were also evaluated daily on affective gains. A field trip was arranged with the Borg/Warner Assembly Plant. Here the students observed a real transmission being assembled. Differences in safety standards, machinery, and organization were stressed. Prospective wages, benefits, and working conditions were also discussed.

Two students were employed as office help. They were monitored by an intern teacher. Their duties included: typing, filing, sorting, stapling, operating the phone, receiving messages, copying, and monitoring attendance. Effective communication and courtesy were stressed. Appropriate grooming, self-motivation and effective time management were reviewed. Organizational skills were individualized. Two students were also employed to direct and manage a student store. They were instructed on profit, budget, advertising, and marketing skills. They sold pizza, candy, pop, doughnuts, bagels, etc. Daily evaluations resulted in discussions about responsibility and peer relationships.

The remaining students were placed in job sites within the school district or the private sector. These students were often working with maintenance crews. They assisted in cleaning desks, windows, or carpeting. They moved furniture, repaired portables, did light weeding, landscaping, etc. One student worked as light maintenance for a local business. These positions were either half or full time depending upon need. All students were monitored and evaluated daily by program interns or supervisors functioning as work study coordinators. Visitation contacts included on-going dialogue with supervisors and students. Life-space interviews and counseling sessions resolved authority and peer conflicts.

EXHIBIT 54

SUMMER YOUTH EMPLOYMENT TRAINING PROGRAM

Scope: Local Level

Location: Pittsburgh, PA

Funding Source:
SDA Title IIB

Grant Recipient:
Allegheny Intermediate Unit

Focus:
summer employment

Information Contact:
Lisa Holtzapple-Toxey, AIU-SYETP
Director, Allegheny Intermediate
Unit, 200 Commerce Court Bldg.,
Pittsburgh, PA 15219-1178

Participants:
1984: 443 handicapped youth;
1985: 140 handicapped youth,
including youth who are trainable
mentally handicapped, physically
handicapped and multiply handicapped

Performance Outcomes:

I. SCOPE OF SERVICES

The Allegheny Intermediate Unit (AIU), through the Youth Employment Training Program, entered into contract with Pittsburgh Catholic Educational Programs (PCEP) as a subcontractor in the operation of the 1984 Summer Youth Employment Training Program (SYETP) in Allegheny County.

II. WORK EXPERIENCE COMPONENT

A. Operations

The target populations for the work experience component was comprised of handicapped youth, ages 14-21, who were residents of suburban Allegheny County.

Six worksite developers/local coordinators were responsible for developing work experience sites, monitoring participant performance, ensuring accurate and timely completion of necessary paperwork and time and attendance records, scheduling career awareness workshops with the career counselor, and providing individual student counseling as necessary. Each coordinator was certified in Special Education and/or had previous experience as a Cooperative Education Teacher and/or School Counselor or Psychologist.

The coordinators devoted their first week to developing worksites, contacting participants, arranging for participant placement and scheduling at worksites, orienting worksite supervisors and handicapped participants to the program, assuring that non-financial worksite agreements were completed, and scheduling worksite visits for the remaining eight weeks of the program. The remaining eight weeks were devoted to minimal worksite development, monitoring of student performance and worksites, dealing with worksite/student difficulties, assuring compliance with JTPA regulations, distribution of payroll and collection of time cards and sheets for payroll, and assuring accurate completion of necessary paperwork and records.

B. Worksite Development Findings

The six coordinators developed a total of 119 worksites (including subsites, e.g., schools within one school district) with an average of 20 worksites per coordinator. Coordinators indicated they could efficiently coordinate an average of 20 worksites each, the same number they had.

Worksites which:	1983 Results	1984 Results
a. Provided continuous work for participants	85.6%	97.5%
b. Posted Child Labor Laws and Worksite Agreements	90.1%	99.1%
c. Accurately maintained time and attendance records	78.0%	85.7%
d. Exhibited cooperative and understanding attitudes towards participants	90.9%	91.6%
e. Cooperated in completing necessary paper and student evaluations	84.8%	94.9%

Cooperation and involvement of worksite supervisors appears to have slightly improved from the 1983 CETA SYEP program, however, the major problem with worksites continued to be the accurate keeping of time and attendance records.

C. Student Assignments/Placement Findings

A total of 326 students were assigned to the AIU for work experience placements. Each coordinator was assigned an average of 52 participants to develop worksites for.

Coordinators estimated that five or 1.5% of the students assigned for work experience should have been placed in Vocational training Centers. This percentage is down from the 13% for 1983 and indicates that identification and assignments of students by PCEP, with the assistance of AIU staff, was more efficient this year than in past years.

Of the 326 students assigned to the AIU for W.E., 254 or 78% were placed and 233 resulted in positive terminations (e.g., successful completion of their assigned work experience). The following presents the outcomes for the 326 students assigned to the AIU for W.E. The percentage of positive outcomes as a percent of the 300 goal is 84.66%.

PLACED	254 (21 terminated)
Refused Placement	5
No Placement Available	4
Transferred to V.T.C.	2
Not Eligible/No Interest	32
Not Eligible/No Work Permit	29
TOTAL	326

Coordinators indicated that 88.6% of W.E. participants benefitted from their work experience by performing meaningful work which was appropriate to their abilities. The remaining participants were at worksites which failed to provide adequate work and/or supervision.

D. CAREER COUNSELING SESSIONS-FINDINGS

One hundred percent of W.E. participants were scheduled for Career Counseling Sessions provided by a vocational counselor experienced in counseling high school students. Only 49% of the participants attended the scheduled sessions.

All students were required to attend two-three hour counseling sessions. The sessions were scheduled at nine locations throughout the county. Problems were encountered in: 1) scheduling students for the sessions, 2) transportation to the sessions and, 3) lack of student interest.

It is recommended that the AIU revise its counseling session procedures to include: 1) career counseling at the beginning of the program; 2) orientation to the program, and 3) a central location (the AIU offices). A revised counseling format would continue to provide sessions on 1) Job Search, 2) Keeping a Job, 3) Self Awareness, and 4) Labor Market Orientation.

III. VOCATIONAL TRAINING CENTERS

The Vocational Training Center Program was designed to provide developmental activities so that Trainable Mentally Retarded, Physically Handicapped, Socially and Emotionally Disturbed, and low functioning EMR children, ages 14-21, could attain personal, social, vocational, and independent living skills. The long range objectives of the program are to enable students to function more independently, and to ultimately be placed into a less restrictive segment of the voctional services continuum. These particular objectives were achieved through the vocational preparation "tools" of industrial subcontract work, and work experience activities that allowed students to learn work routines, habits, skills and behaviors.

The 1984 summer Vocational Training Center Program operated for 6 weeks, from June 25th through August 3rd. Participants were scheduled from 9 a.m. to 2:15 p.m. daily, which included scheduled breaks and a lunch period. Participants attended a maximum of 20* paid hours per week and received a $3.35 per hour wage for the work experience and piece work wages for industrial contract work. Each participant was provided round trip transportation from his/her residence to the training site on a daily basis. The AIU subcontracted with four private carriers for these services.

The program operated at 6 sites: Cumberland Hills School, Eastern Area School, Middle Road School, Mon Valley Secondary School, Sunrise School, and Western Hills School.

A total of 119 children were referred to the V.T.C. program (including 2 transfers from the W.E. referrals). The outcomes of these referrals are provided below:

Completed 6 week program	110
No show	1
Did not accept placement	4
Waiting list (for V.T.C. already at capacity)	2
Termination	2
TOTAL	119

Participants had each been identified and subsequently classified by a Certified School Psychologist as exhibiting those characteristics specific to categorization. Each participant was in need of a sheltered environment with close supervision in order to function in a job related setting. Without the services of this project, the participants would not have hade a pre-vocational job-related, work experience, nor would they have been able to develop job-related behaviors and/or skills. Staff at each site included an instructor and an aide. Each instructor was certified in Special Education and had previous experience in a sheltered vocational training program. Each aide also had prior experience in supervising handicapped students in a sheltered voctional training center. Each participant also received on-going pre-vocational and vocational counseling from their instructor.

V. PLACEMENT OUTCOMES		As Percentage of participants assigned to AIU	As Percentage of goals in contract
WORK EXPERIENCE			
Positive Outcomes	(233)	71.5%	77.7%
No Placement (not eligible, no show, etc.)	(41)	12.6%	13.7%
Terminations	(21)	6.4%	7.0%
No Work Papers	(29)	8.9%	N/A
To V.T.C.	(2)	.6%	.7%
TOTAL	(326)	100.0%	N/A

*maximum of 12 hours for 14 and 15 year olds

		As Percentage of participants assigned to AIU	As Percentage of goals in contract
VOCATIONAL TRAINING CENTERS			
Positive Outcomes	(110)	92.4%	91.7%
Terminations	(2)	1.7%	1.7%
No Placement (not eligible, etc.)	(7)	5.9%	5.8%
TOTAL	(119)	100.0%	N/A
TOTALS			
Positive Outcomes	(343)	77.4%	81.7%
No Placement	(77)	17.4%	
Terminations	(23)	5.2%	

VI. RECOMMENDATIONS

1. Maintain the present structure of the program. PCEP retains payroll responsibilities; all other program activities provided by AIU with active cooperation among PCEP and AIU staffs.

2. Offer Career Counseling/Labor Market Orientation during the first week of the program in conjunction with a Program Orientation for all work experience participants. Hold sessions in a central location (AIU central offices). Program Orientation would include completion of paperwork, orientation to time and attendance, payroll, etc. This change would eliminate problems with scheduling of sessions, accounting for time at sessions and would ensure that all participants are aware of program procedures and regulations.

3. Provide a "Letter of Authorization," pending contract execution, before April 1st so that AIU office staff may begin worksite development earlier than June and can ensure that all forms are prepared for coordinators' In-Service.

4. Do not require payroll distribution changes. Changes in coordinators' areas provides unnecessary disruption in established procedures.

5. Provide a training allowance to V.T.C. participants, subsequently issuing paychecks from only one source.

Significant Features

The proposed 1985 summer youth employment project includes the following features.

Total Participants 140 Cost per Participant $611.00

	% of Total	Amount
Enrollee Wages (Fringes for Work Experience)	DNA	DNA
Administration	9.99	8,543
Training	90.01	76,978
Support Services	DNA	DNA
TOTAL COST	100%	85,521

Objective

The major objective of the proposed program is to provide contract and supervised work experience to a maximum of 140 handicapped youth residing in suburban Allegheny County. Work experiences will be provided through seven Vocational Training Centers located in the AIU's Special Education Centers.

Target Population

The proposed program will serve handicapped youth, ages 14-21, residing in Allegheny County excluding the City of Pittsburgh and certified by the Bureau of Employment Security as eligible for participation in the program. These are youth who fall into and are distributed within but not limited to the following categories:

a. Trainable Mentally Handicapped (TMH)
b. Physically Handicapped (PH)
c. Multiply Handicapped (MH), e.g., TMH and Speech and Language Impaired

Each participant will have been identified, evaluated, and subsequently classified by a certified Public School Psychologist as exhibiting those characteristics specific to a given classification.

Performance Goals

1. 85% of all participants will complete the program

2. 85% of all participants will receive labor market information and vocational counseling

3. 20% of all participants will receive vocational counseling, assessment and referral

Program Design

Activities leading to the achievement of the program objectives will be carried out by administrative staff of the AIU, seven special education workshop supervisors, seven special education workshop aides, and a Vocational Counselor.

Administrative Methods

A 90% time program director will assume responsibility for administration and fiscal management of all proposed activities. In addition, the program director will assume responsibility for participant and staff payrolls. The program will contract with the AIU's fiscal monitoring/bookkeeping department to perform purchasing and expenditure record keeping. All fiscal and record keeping procedures will be in keeping with the AIU's established accounting procedures which are in compliacne with state requirements.

Participants referred by PCEP to the AIU's proposed V.T.C. program will be assigned to one of the seven V.T.C.'s. Participants will be assigned to the closest V.T.C. and in a manner to minimize the costs of transporting participants to the V.T.C.'s. A maximum of 20 participants can attend a V.T.C. If and when a V.T.C. is filled, participants will be assigned to the next closest center. As centers are filled, children will be referred back to PCEP and/or put on a V.T.C. alternate waiting list.

The AIU will contract with licenses public carriers to provide participants transportation to and from the V.T.C.'s. Competitive bids will be requested from eligible public carriers.

Vocational Training Center Activities

The V.T.C. program is designed to provide developmental activities so that TMH, PH, SEd, and low functioning EMH children, ages 14-21, can attain personal, social, vocational, and independent living skills. The long term objectives of the proposed program are to enable students to function more independently and to ultimately be placed into a less restrictive segment of the vocational services continuum. These particular objectives will be achieved through the vocational preparation "tools" of industrial subcontract work, and work experience activities that allow students to learn work routines, habits, skills and behaviors.

The 1985 summer V.T.C. proposed program will operate for 30 work days, or approximately six 1/2 weeks, from June 24 through August 6. Participants will be scheduled from 9 a.m. to 2:15 p.m. daily (14 & 15 year olds, three days per week) which will include two 15 minute breaks and a 45 minute lunch period. Participants will work a maximum of 20 hours per week; 10 hours of work experience at $3.35/hour and 10 hours on contract work at piece work wages. Work experience will include outside grounds maintenance and inside building custodial assistance. Participants will be supervised by a V.T.C. supervisor and aide.

It is anticipated that participants will gain, as a result of project activities, in the following areas: 1) increased attention span; 2) improved work activities; 3) increased contract work production; 4) increased retention of directions and instructions; 5) increased sense of independence; 6) increased workshop skills; and 7) increased money skills.

The proposed program will provide participants with actual work experience and opportunities in a controlled setting based on each individual's abilities and needs.

V.T.C. participants will receive vocational guidance and information as part of daily V.T.C. activities. It is proposed that a vocational guidance counselor also be employed to provide additional counseling and services to students who are approaching age 21 and/or graduation from the public school system. The counselor will meet individually with these selected participants at the seven centers. Activities will include: 1) assessment; 2) counseling; 3) referral.

The work performance of V.T.C. participants will be evaluated on a bi-weekly basis. Final evaluations and exit interviews will also be completed for each participant as he/she finishes the program.

EXHIBIT 55

YOUTH EMPLOYABILITY SERVICES

Scope: Local Level

Location: Wisconsin

Funding Source:
SDA Title IIA and 8% Education Coordination Grants

Grant Recipient:
Handicapped Childrens' Education Board, 326 River Dr., Wausau, WI 54401

Focus:
employability skills, work experience, job preparation

Information Contact:
Nic Dibble, Project Director, or
Wilbur Kalinke, Administrator,
Marathon County Department of Special Education, 326 River Dr.,
Wausau, WI 54401

Participants:
160 school aged youth - approximately 40% students have mental, physical, learning or emotional handicaps, drop-outs, parents

Performance Outcomes:

Entered employment	27 (46.6%)
Other positive	16 (27.6%)
Transfer to other JTPA Program	6 (10.3%)
Non positive	9 (15.5%)
Total terminations	58 (100%)

Total positive terminations 49 of 58 (84.5%)

Carryover into 84-85 program 74
Total enrollment 132
Terminations 58

Significant Features

Employers have signed agreements with 13 schools to provide on site employability training for one to two hours per day. Job shadowing, work experience, in school presentation, site visits, and work sampling are provided. The schools provide credit when the work experience is linked to pre-employment and job survival classroom training. Training needs are identified through the enrollment assessment process which provides direction for the job counselor in locating an employer who can provide a match. Classroom training includes appearance, application forms, interviews, listening, following directions, courtesy, promptness, and attendance. The project helps teachers to take a new look at high risk and handicapped youth and their abilities. The new partnerships have improved the relationship between schools and employers. Students are not paid but receive training and academic credit.

The project is funded for the full twelve months and is linked with the summer Title IIB project. Students are encouraged to continue their training during the summer months under joint enrollments.

EXHIBIT 56

IN-SCHOOL YOUTH SERVICES AND SUMMER OCCUPATIONAL AWARENESS TRAINING

Scope: Local Level

Location: Indiana

Funding Source:
SDA Title IIA and Title IIB

Grant Recipient:
C.A. Prosser Vocational Center

Focus:
In-school counseling; vocational/occupational awareness and experience; work experience; interdisciplinary cooperative education; training in vocational mainstream classes

Information Contact:
Mr. Richard Stith, Program Director, JTPA In-School Youth Program, C.A. Prosser Vocational Center, 4202 Charlestown Rd.,
New Albany, IN 47150

Participants:
In-school counseling: 400
Interdisciplinary cooperative education: 80
Vocational mainstream: 150
Total JTPA eligible youth served: 630

Significant Features

What Are the In-School Youth Services?

Skill training of in-school youth is the primary function and purpose of the two vocational centers. Through these centers, it is proposed that the economically disadvantaged youth served will stay in school and develop: increased job acquisition and retention skills; more realistic insight into career planning; enhanced self-awareness; job skills; and an understanding and use of job market information.

Needs based support services are available to assist clients most in need with purchases of clothing, school shoes, school supplies and materials, and other school related items necessary for that client in his/her daily attendance at school.

Vocational Mainstreaming Component

This component is designed to assist and encourage the eligible youth to enroll in vocational classes.

The schools have the staff, facilities and equipment to offer training in thirty-one vocational program areas in secondary accredited programs.

The academically/economically disadvantaged students have long been excluded from the area vocational centers because of early drop out, poor home school attendance, below grade level achievement and, finally, because of cost factors. The various school corporations representing the 22 high schools in the seven county area that send youth will be presented an incentive for sending targeted youth to the area vocational centers. This incentive will include a reduction in the tuition cost to the sending corporations of $100.00 per targeted youth (program participant) sent to the vocational center. In a further effort to insure participant entry and successful completion of vocational training, an amount of $150.00 per attending participant, will be allocated to the area vocational center he or she is attending. This funding will be utilized to provide special academic training for the participants in the form of instructional staff and materials in the areas of communications and math skills. The funding will also provide job placement service and a comprehensive job acquisition and retention skills program for all mainstream participants. All mainstream participants are tested prior to placement into math and communications skills classes. Those students who score below established norms are given individual and small group instruction in order to bring their skills up to the same level as their classmates. It is the intention of this program that successful completion of the participants vocational training program will greatly enhance participation in the JTPA summer OAT program offered at Prosser and South Central Area Vocational Centers. The OAT program provides participants with an opportunity to experience many different career clusters and, therefore, be able to make more informed career decisions.

In-School Counseling Component

This component is designed to offer a comprehensive in-school counseling program in each of the public high schools. The career and transition counselors work closely with each high school counseling staff and administration in setting up a JTPA Job Club for students at each school. The overall objectives of this component are to keep the students in school and to provide them with intensive vocational/occupational exploration and awareness training.

Skill training of in-school youth is the primary function and purpose of the in-school counseling component as offered under the JTPA. The economically disadvantaged youth is assisted to stay in school and provided vocational/occupational exploration and awareness skills training that enable the student to make more informed decisions concerning career planning.

- Job search assistance and information
- Job counseling and assessment
- Occupational information
- Academic counseling and support
- Support and assistance to stay in school
- Job finding, getting, and keeping
- Career planning assistance

Interdisciplinary Cooperative Education (I.C.E.) Component

The I.C.E. Co-op component teaches students the necessary skills and knowledge for placement in the world of work. At the same time it gives them on-the-job training and adds meaning and purpose to their education.

Benefits in the I.C.E. Component

- Students stay in school and graduate
- Learn and earn on-the-job
- Receive related job training
- Earn up to three (3) units of credit per year towards graduation
- Develop good employer-employee relationships
- Develop good attitudes toward the community
- Develop job getting and keeping skills

Who is Eligible?

Students 16 years of age or older, in-school and whose family is currently:

- Receiving welfare payements
- Unemployed
- Receiving disability payments
- Economically disadvantaged

Students automatically eligible if:

- A foster child
- Handicapped
- Regular outpatient of a mental hospital, rehabilitation facility or similar institution

SUMMER YOUTH EMPLOYMENT PROGRAM

SUMMER 1984

OUTLINE

I. Introduction

The summer 1984 SYEP program in the Hoosier Falls SDA consisted of two major components, Work Experience and Occupational Awareness Training (OAT). The Work Experience component operated out of the County Job Training Centers, and was targeted to the repeating 16 through 21 year-old youth. The OAT program was operated by New Albany-Floyd County Schools, and targeted 14, 15 and first year 16 year-old youth.

II. Work Experience

The Work Experience component provides participating youth with a realistic exposure to and understanding of the world of work, as well as a summer income. Youth are assigned to various public worksites and community special projects based upon their abilities, experience, and needs. Extreme caution, together with appropriate monitoring techniques, is exercised to ensure that youth participating in Work Experience are provided adequate supervision at all times while working. Monitoring of the Summer 1984 Work Experience component included checks for compliance with child labor laws, worksite safety orientations, adequacy of supervision, amount of work and quality of work.

Examples of worksites and special projects that have been used in the past, and are planned to be developed for SYEP in 1985, include the parks and recreation departments, area public schools, the Jaycees, Town and City government offices, the area public libraries, hospitals, senior citizen and city clean-up task forces, the Red Cross, and various community service agencies and organizations.

III. Occupational Awareness Training (OAT)

Introduction

The South Central Vocational School (SCAVS) and the C.A. Prosser Vocational Center provided an OAT Program for 14, 15, and 16 year old youth for the total Hoosier Falls Service Delivery area. Through the auspicies of JTPA, these vocational centers provided the economically disadvantaged youth with simulated work experiences in their vocational labs. The simulated work experiences provide the opportunity for the targeted group to explore and be introduced to introductory occupational experiences, besides developing preemployment and life survival skills.

The OAT summer program supplements closely and complements the In-school Youth Services Program offered in the Hoosier Falls service delivery area. The participants gain career and occupational information that assist them in selecting their high school course of study.

OAT Participants

- 14, 15, and 16 year old economically disadvantaged youth. Majority of the participants have not made a vocational committment. A poor attendance record is common in this targeted group.

Program Objectives

- To impart career information about selected clusters of occupations that will prepare the participants to make more informed career choices.
- To provide simulated work experiences which will allow the participant to explore the nature of the work in each occupational cluster.
- To develop preemployment and life survival skills.
- To allow the participating youth to earn a needs based payment for their attendance and participation.

Enrollment

CAPVS - 288 - 14, 15, and 16 year old youth attend an a.m. or p.m. session for three hours per day, five days a week for eight weeks.

SCAVS - 144 - 14, 15, and 16 year old youth attend an a.m. OAT program session for three hours per day, five days a week for eight weeks.

Transportation

Transportation is provided for the OAT component by the JTPA in-school Youth Summer Program. Pick-up points are designated to reduce both travel time and cost. Transportation is also provided for scheduled field trips on a very limited basis.

Staffing

Staffing for the CAPVC and SCAVS for each session include:

- In-school Youth Coordinator (For both voc. center)
- Supervisor/Counselor
- 3 Paraprofessionals
- 8 Instructors

Teaching Procedures

The planned activities and simulated work experiences (SWE) contain positive motivational and instructional techniques. Innovative approaches are a must if student interest are maintained for a 3 hour block of time. Much emphasis is placed upon the students' attitudes, expectations, and attendance in all occupational clusters.

3 hour block of time include 10 minute break and 170 minutes of activities. Approximate times:

15 to 20 minutes - What is expected of participant
Why we are doing the activities and SWE
What their benefits will be
Safety involved

20 to 30 minutes - Demonstrate and explain the activity on SWE

75 to 90 minutes - Hands on activities and SWE
- A taste of what a worker does in different occupations
- Stress more of "What" is done in an occupation rather than the "How" it is done

15 to 30 minutes - Education needed
- Skill training required
- Salary
- Employment outlook
- Working conditions

IV. SYEP/Title IIA Coordination

The JTPA program provided the flexibility to coordinate the SYEP program with the year around Title IIA youth program. This flexibility enabled the SDA to augment the SYEP work experience component with work experience youth from the IIA program. While the number of IIA youth that were available during the summer could not be precisely computed at development time, it was estimated that a minimum of 100 youth would be involved, bringing the total number of summer work experience youth to 650.

EXHIBIT 57

SUPPORTIVE TRAINING AND EMPLOYMENT MAINTENANCE OF HANDICAPPED YOUTH

Scope: Local Level

Location: Michigan

Funding Source:
Title IIA 8% Education
Coordination Grants

Grant Recipient:
L'Anse Creuse Public Schools

Information Contact:
Karen M. LaPeikis, Work Study
Coordinator, Special Education,
L'Anse Creuse Public Schools,
Fred V. Pankow Center for Career
Education, 36727 Jefferson St.,
Mount Clemens, MI 48043

Focus:
placement, work study credit, on-the-job training, follow-up and counseling aid for students and employers

Participants:
students 17-21 years of age who are emotionally impaired, learning disabled, educable mentally impaired, physically and otherwise health impaired

Performance Outcomes: Enrollments - 1983 28
1984 25 students
Total 53
Number Completing Program 53

Significant Features

Advantages of the Work Study Program

The Work Study Program:

1. Provides a realistic learning situation in which the student may discover his or her interests and abilities.

2. Provides basic information about business and industry needed for an intelligent career choice.

3. Develops a better understanding of human relationships in business and industry through interrelationships with other employees.

4. Provides a dual learning environment--school life and employment.

5. Aids the student in developing skills and acquiring information applicable to all occupations.

6. Helps students acquire specialized skills and information required for successful employment in the fields in which they are placed.

7. Provides laboratory experience in the form of a real job situation in the local community.

8. Develops the personal and business traits necessary for successful business employment.

9. Provides each student with counseling and supervision during the period of adjustment to a job situation.

10. Provides training that will enable the student to advance to higher levels of employment.

11. Provides the student with a paycheck each pay period.

The program, which serves students through the district special education office, is designed to enhance the existing work study coordination effort in L'Anse Creuse Schools. The work study program is offered to senior status youth who have completed a state certified vocational sequence at the district Career Center. Sequences offered at the F.V. Pankow Center include drafting, graphic arts, commercial art, food services, child care, health occupations, electronics, horticulture, welding, climate control, secretarial skills, data processing, machine shop, auto mechanics, auto body, and small engines. The students must demonstrate job entry skill mastery in the area of training they select. Students are referred to the Department of Vocational Rehabilitation, and a plan is developed based on their individual needs. Further coordination of services includes the Michigan Employment and Security Commission tax credit system for the disadvantaged and handicapped, and the Michigan Department of Social Services when appropriate.

Each student is placed on a job in the local community. Available incentives for employing handicapped persons are offered. Depending on the employer's needs and the student's availability, or credit status, this position may be full or part time. Parent approval and student responsibility forms are submitted.

A training agreement is developed based on the private sector position. All objectives are clearly stated, copies are exchanged between the employment agency, the school district and the student's parents or guardian. This becomes the Individual Educational Plan for work study credit. Students may accumulate up to 1.5 credit hours in this program. A letter of introduction accompanies the student to the initial interview. If requested the work study coordinator attends also.

Transportation to work sites is ideally the responsibility of the student. In the event of need, the school district will provide transportation to sites within a reasonable distance. Assistance is given to employers in developing skills for specific job-related training. Appropriate instructional techniques are recommended to insure success. Continuous dialogue occurs between the work study coordinator, the vocational instructor, the employer, the student and the home. The work site is visited at least once every 20 school days. A record is kept of the student's work site attendance and progress. This information is forwarded to the student's home and to the vocational teacher. Any re-training needs which the employer cannot accomplish on the job site are remediated in the vocational class setting.

Many students who are handicapped need additional time for training. This program allows the school district to offer a monetary incentive to employers. A contracted reimbursement helps to balance additional training/time requirements of handicapped youth. This contracted incentive offers an additional component to the program for senior status individuals.

A second component offers contracted training reimbursement for masters degree interns placed with high school seniors in job sites through the school district. This component permits follow-up of first year handicapped graduates. This effort helps retain positions for handicapped graduates who are in danger of losing jobs, or securing new positions for those in need.

Job maintenance skills are individualized for the recent high school placements. Consultations between the work study coordinator and employer address the largest potential problems, or improves existing efforts. Autonomy is stressed. Students are instructed in accessing additional services: Vocational Rehabilitation, Sheltered Workshops, Community Colleges, etc. The work study coordinator assists with public transportation schedules, or orients students to alternative transportation. If re-training is desirable, the students are directed to any appropriate adult education program housed in the community. Such support is necessary to maintain skills and employment. Through the follow-up component and contracted training incentives, successful relationships develop between business and handicapped youth.

L'ANSE CREUSE PUBLIC SCHOOLS
Fredrick V. Pankow Center for Career Education
Work-Study Program

STUDENT RESPONSIBILITIES

1. If it is necessary to be absent or tardy from school or work, the trainee must notify the school and the employers.

2. If the student is absent from school, he/she may not report to work unless prior approval from school has been given by the coordinator.

3. The trainee will report to the school coordinator before any change in the work study program is made or contemplated. Any trainee quitting his/her job without the consent of the work study coordinator may be removed from the program and refused credit.

4. Each trainee shall perform the assignments of his/her job and school program.

5. The trainee will dress appropriately for the job.

6. Each trainee shall abide by the rules, regulations, and policies of the employer and the school during the period of training.

7. If a work study assignment is cancelled through the student's fault, no credit will be given.

8. Each trainee must maintain passing grades in his/her other school subjects.

9. Each trainee is to work the schedule assigned to him/her by the employer. this is to include holiday periods.

10. The combined school-work week must not be longer that required by law.

11. Frequent absence from school or work may result in removal from the program.

Signatures of Persons Agreeing to These Requirements:

Student ______________________________(Signature)
Parent ______________________________(Signature)
Coordinator ___________________________(Signature)
Date: ________________

L'Anse Creuse Public Schools
Special Education Work-Study Program

EMPLOYER INFORMATION SHEET

Objectives of the Work-Study Program:

1) To provide a free service to local employers hiring handicapped workers.

2) To provide students with opportunities to test their vocational skills. Students have been trained in various vocational education classes at the F.V.P. Center for Career Education and have achieved job entry skills.

3) To provide an opportunity for each student to learn the responsibilities and duties of being an employee in a real work situation.

4) To provide students with opportunities to learn from people currently employed in the occupational area they have chosen.

5) To provide the opportunity for each student to obtain references for further employment.

6) To provide the students with a sense of personal worth and pride by proving to employers that they can be dependable, punctual, and work competitively.

Benefits to the Employer:

The work-study coordinator can provide the employer with information and assistance on the following:

1) Tax Credits for hiring individuals who are handicapped.

2) Reimbursements for Work-Study through Vocational Rehabilitation Services.

3) Follow-up and counseling aid for the students and the employer as needed.

The prospective student-workers placed in your place of business will be 17-20 years of age. Most of the students are currently in their last year of high school and would be able to continue employment after graduation on a full time basis. All students in the Work-Study Program have completed a minimum of one year of vocational training at the F.V. Pankow Center for Career Education. Students receive credit for this program and you can receive financial reimbursement for their wages. Transportation is also provided by the school district to and from the work site if necessary.

L'ANSE CREUSE
WORK STUDY PROGRESS REPORT

Student: ______________________ Work Study Assignment: ______________

Employer: ______________________ Work Study Coordinator: ______________

Report covers ___________________ work study period. Date: ______________

Skill	Excellent	Good	Average	Poor	Unsatisfactory
Attendance-reliable in attendance and punctuality					
Personal Appearance (hair, make-up, cleanliness, dress)					
Ability to follow directions					
Ability to sustain routine					
Ability to work without supervision					
Ability to take care of tools and other equipment					
Ability to observe safety rules and regulations					
Ability to take correction					
Ability to interact with and get along with co-workers					
Ability to seek more work when finished with a job					
Interest in work					
Ability to complete a job assignment to your satisfaction					
Ability to work steadily					
Ability to cooperate during rush jobs					
Ability to accept constructive criticism by supervisors					
Ability to accept job assignments from supervisor without showing a poor attitude					
Ability to anticipate the work activities that need to be done					
Ability to follow a routine or a prescribed schedule					
Courtesy to supervisor and co-workers/customers					

COMMENTS:

Do you feel that the student's quality of work is satisfactory?

____

Are you satisfied with the student's progress? ______________________

____

Do you feel that this student can be suitably employed in this area of work?

____

Work Study Progress Report (continued)

Do you feel there has been any improvement in the student's work? ____________

____

Are there any things that you would like me to discuss with this student during our counseling sessions? ____

____

Are there any skills that you would like the vocational teacher to instruct this student in, or reinforce with the student in order to adjust to your work tasks? ____

Please make any comments that you feel would be instrumental in helping us work with this student or would help you adjust to this student.

____

____

Report completed by: ______ Position: ______________ Date: ________

EXHIBIT 58

JOB TRAINING COURSE

Scope: Six Senior High Schools (Consortium)

Funding Source:
SDA Title IIA, Title IIB

Focus:
employability skills, simulated work experience, on-the-job training

Participants:
192 mentally, learning and emotionally handicapped students in regular year. 200 of the 360 summer youth program students are handicapped

Performance Outcomes:

Positive terminations Title IIA	85%
Positive terminations Title IIB	89%

Location: North Carolina

Grant Recipient:
Cumberland County School System

Information Contact:
R. Tatum or Peggy Reaves,
Westover Senior High School,
277 Bonanza Dr., Fayetteville,
NC 28303

Significant Features

The purpose of the program is to develop employability skills and to provide simulated work experiences and/or on-the-job training to allow students to try out skills acquired through classroom instruction. Existing vocational labs are used. The program serves handicapped students who have had extensive evaluations with specialized Individualized Education Plans. Students are prepared for employment in the private sector when appropriate work sites can be secured and students are ready to enter the work force. Course content includes securing and keeping employment, employment selection and planning, employment related information, personal and social development, independent living, communication, computations, work simulation and implementing postsecondary plans. This program was taught in six Cumberland County high schools in the 1983-85 year JTPA periods and will be expanded to eight high schools during the 1985-86 year period.

The summer youth program is designed to strengthen the employability skills taught during the regular school year. Summer program additional features include placement based on assessment data, concentrated orientation for jobs to be performed, supervision by school personnel and supportive services of a trained professional.

EXHIBIT 59

LAKE MILLS JTPA PROJECT

Scope: Local Level

Location: Wisconsin

Funding Source:
SDA Title IIA and Title IIB

Grant Recipient:
Lake Mills Area School District

Focus:
basic skills, occupational training, career counseling, career skills, summer employment

Information Contact:
Jon E. Litscher, District Administrator, Lake Mills Area School, 209 Church St., Lake Mills, WI 53551

Participants:
Title IIA portion: 49 youth, 14 (29%) of whom were handicapped. Title IIB portion: 20 youth, 8 (40%) of whom were handicapped.

Performance Outcomes
Title IIA Portion

1. 49 students were enrolled in the project during the 1983-84 school year.
2. 47 students completed the project.
3. 2 students dropped out of the project.
4. Of the 17 students in the project who were high school seniors, all 17 (100%) graduated and received diplomas.
5. Of the 17 seniors, 9 (53%) were employed after graduation.
6. Of the 17 seniors, 6 (35%) enrolled in post secondary training--either four year universities or vocational technical schools.
7. One JTPA student received the Joe Davies Scholarship (a four year scholarship for tuition at a Wisconsin system university). This was the only Joe Davies scholarship awarded in the district in 1983-1984.
8. Perceived strengths of the project:
    a. Programming for JTPA students was implemented as much as feasible in an integrated manner. Whatever could be provided to JTPA students within the mainstream instructional programs was provided, and whenever possible, supplemental activities as outlined in the project were delivered to JTPA students within regular programming situations.
    b. The project was a united effort by all Lake Mills High School staff and administrators.
    c. There was heavy community involvement in the project.

d. Instructional planning and delivery for JTPA students were highly personalized and individualized.

9. Perceived weaknesses of the project:

   a. Starting the project was difficult in terms of:

      - getting equipment approved
      - getting students certified
      - amount of paper work involved

   b. Some questions on the application forms were irrelevant.

   c. The required accrual accounting procedures caused problems in schools that did not use this approach.

   d. Guidelines, rules, and regulations for JTPA were not always clear, easily understood, consistent, or generally applicable to schools.

   e. Getting businesses vouchered for targeted jobs tax credits was sometimes difficult and too many agencies had to be involved.

   f. Monitoring student instruction hours or student programming was difficult since credits are granted in high schools on a yearly or semester basis.

   g. There seemed to be needless jealousy between agencies seeking grants. Healthy competition is good but too many visible animosities appear to exist between the various grant seeking agencies.

Significant Features

The Lake Mills, Wisconsin Area Schools JTPA Project was supported by Title IIA and Title IIB funds. The project operated from October 1, 1983 to July 20, 1984, and was refunded for the 1984-1985 school year.

In late September, 1983, 65 potential participants were identified based upon:

1. students' basic skills standardized test scores

2. guidance counselor test results, interviews, and discussion sessions with potentially eligible students

3. professional staff observation and instructional interaction with potentially eligible students

4. individual student data generated from vocational skills testing and interest/aspiration surveys

5. information on recipients of free and reduced hot lunches

6. Wisconsin Department of Health and Social Services Reports

The individual profile on the following page was completed for each student who was recommended or determined to be a candidate.

JTPA STUDENT PROFILE
LAKE MILLS HIGH SCHOOL

Name: ______________________________
Age*: ______________________________
Grade: _____________________________

*If 18, is student registered for the Selective Service.

REASON(S) FOR QUALIFYING

AREA	DOCUMENTATION	INSTRUCTIONAL PRESCRIPTION

I. Family Income

Family Economic Eligibility - "70% of Lower Living Standard" data________
cash welfare benefits ______________
food stamp benefits _______________
medical assistance benefits ________
free or reduced hot lunch benefits _
foster child care benefits ________
past participation in youth employment program ___________________
family member employment status ____

II. Basic Skills

Reading ____________________
Math _______________________
Language ___________________
Spelling ___________________
Writing ____________________
Oral Communication _________
Other ______________________

Data Sources

standardized test scores from the district's annual student assessment program__________
Chapter I assessment data ___
Special Education (P.L. 94-142) ________________
past performance/grades in school ______________
staff observations _________

III. General Employability Skills

attitudes _____________
behaviors and discipline
____
school attendance________

AREA DOCUMENTATION INSTRUCTIONAL PRESCRIPTION

self motivation and initiative ____________
inter and intra personal skills ________________
responsibility acceptance ________________
posture toward authority ________________
adaptability to change___
Other ___________________

IV. Social-Interpersonal Skills

interaction in the home environment ___________
interaction with other students & school staff ________________
general attitude and behavior in the classroom setting ________________
involvement in school related activities ____
Other ___________________

V. Emotional and Personal

self-concept ___________
self-motivation ________
personal drive _________
attitudes toward learning ________________
personal value system ________________
Other __________________

VI. Behavior

discipline/suspension/truancy record in school ________________
involvement with local, county or state police ________________
involvement with Jefferson County Human Services ________________
involvement with Jefferson County Health Services ________________
Other __________________

AREA | DOCUMENTATION | INSTRUCTIONAL PRESCRIPTION

VII. Drug Abuse

known abuse of alcohol
____
known abuse of prescription drugs ____________
known abuse of illicit drugs ____________
Other ____________

VIII. Personal Communication Skills

oral language skills and usage ____________
limited English proficiency
____
bi-lingualism ________
Other ____________

IX. Other Factors Leading to Increased Employment Barriers

school-age mothers ____
sex discrimination ____
school-age father _____
race discrimination ___
handicapped (blind, deaf, mentally retarded, learning disabled, emotionally disturbed or physically handicapped) ________
drop-out returnees to school ____________
Other ____________

After the initial identification and screening process was completed, the following letter was sent to parents of the 65 potential program candidates:

Office of the Superintendent

LAKE MILLS
AREA SCHOOL DISTRICT

Dear Parents and Student:

In 1982 the Job Training Partnership Act (JTPA) was passed by the federal congress. This law was passed to help schools provide better programs and activities for 16-21 year old students so they will be better prepared to get and keep a job or go on for post-secondary training after graduating from high school. The law was especially designed to help the children of people who have low incomes or are presently unemployed. In fact, 90% of the students participating in this program must come from low income families or families where one or both parents are unemployed. However, each student who is receiving special education services (EEN) as outlined in P.L. 94-142 is considered and rated as a family of one.

In looking over our records and from past discussions you may have had with some of our staff members, we feel your child may qualify for involvement in our JTPA program. If your child does qualify for our program, he or she may receive additional learning experiences in one or more of the following areas:

Basic Skills Improvement*

- Reading
- Math
- Language
- Spelling
- Writing
- Oral Communications

*Your child may already be receiving some additional help in the basic skills.

Occupational Training for Employment

- Technical skills acquisition through our present vocational course offerings.

- Technical Skills Application (On-the-job work experience). We try to help students find part-time jobs.

Career Counseling

- Help individual students learn about many types of possible future careers and jobs and how to choose a job or career.

- Test students to find their career strengths and aptitudes.

- Have business and industry people in the community meet with students to tell them about local job opportunities and careers.

- Take students to observe different types of business and industries in our area.

- Discuss with students the possibilities for post-secondary college or vocational training.

Career Skills Improvement

Through a credit course we teach students how to get a job and keep a job. Some of the concepts that will be stressed are:

- Self Awareness
- Decision Making/Goal Setting
- Interpersonal Interaction and Communication
- Value of Work/Pride in Work

- Work Responsibilities
- Job Availability Knowledge
- Finding a Job
- Letter Writing for a Job
- Employment Application
- Interviewing
- Understanding of and Appreciation of Where You Work
- Personal Wellness on the Job
- Loyalty in the Work Place
- Professional Ethics
- Continuing Education for Job Improvement
- Barriers to Getting and Keeping a Job

Once we have identified students who qualify for our program, we will determine what additional activities would help them the most and then provide those activities to them. As we determine what your child's needs might be, we will talk to him or her and to his or her teachers. We will also seek your ideas and suggestions before each student's program plan is finalized.

So that we may determine if your child is eligible we must according to federal regulations, have you complete the attached form. No student can either be identified or serve in our program without it. Anything you put on this form will be confidential and only looked at by our administrator and the federal coordinator who must certify each student for participation. We need this form back by Monday, November 28, 1983. If you need any help completing the form or have any questions, call our high school guidance counselor, Mr. Erik Leadholm at 648-2355.

We in Lake Mills feel fortunate to have received $ 35,000 to help our students become better prepared to get and keep jobs in our rapidly changing technological society. We hope your child will qualify and be able to benefit from the additional services this program will provide.

Sincerely,

Jon E. Litscher
District Administrator
Lake Mills Area Schools

Erik Leadholm
Guidance Counselor
Lake Mills High School

After forms attached to the letter were returned to school, students were officially certified, enrolled in the program, and individual instructional plans were developed based on the needs of each student. The framework for the individual learning plan follows.

JTPA Program Components: Areas Where Student Receiving Services

Student Name: ______________________________

___ Basic Skills Improvement
- Reading
- Math
- Language
- Spelling
- Writing
- Oral Communications

Instructional Area

Teacher Responsible

___ Occupational Training for Employment
- Technical Skills Acquisition
- Technical Skills Application - On-The-Job Work Experience

Courses

Work Experience

Teacher: ______________
Site: ________ ________
Starting Date: __________
Hours Per Week: __________
Salary: _________________

___ Career Counseling
- Individual
- Group
- Individual and Parent
- Business and Industry Resources in and from community

Career Testing

Career Counseling

Career Instruction

___ Career Skills Improvement - "Job Getting and Job Keeping"
- Self Awareness
- Decision Making/Goal Setting
- Interpersonal Interaction and Communication
- Value of Work/Pride in Work
- Work Responsibilities
- Job Availability Knowledge
- Finding a Job
- Letter Writing for a Job
- Employment Application
- Interviewing
- Understanding of and Appreciation of Where You Work
- Personal Wellness in the Job
- Loyalty in the Work Place
- Professional Ethics
- Continuing Education for Job Improvement
- Barriers to Getting a Job

Career Course Enrollment ___ Yes ___ No
Meeting Dates:

Length of Time:

BASIC SKILLS IMPROVEMENT COMPONENT

Summary Report

Number of students served: 23

Percentage of total students
in project (N = 49): 47%

Number of:
Females: 8 (35%)
Males: 15 (65%)
Minorities: 3 (13%)
Handicapped: 15 (65%)

Those identified JTPA students needing basic skills instruction received such remedial instruction within existing programs. Upon completion of the project each teacher in the various program areas completed a JTPA evaluation form on each JTPA student they served. All evaluation reports were placed in each student's JTPA file. A sample evaluation form is shown below.

JTPA In-School Basic Skills Improvement
Lake Mills Area Schools
Evaluation Report

Student Name: ____________________
Grade: __________ Age: ________

Program Area: ____________________________________

Teacher's Name: ________________________________

Approximate amount of time per day spent in this program area: _____

Did this student receive credit for this instruction?
____ Yes ____ No If yes, how many credits were granted?

Student Test Scores Summary:

Pre-Test	Post Test
Name of Test ________	Name of Test ________
Date Administered ____	Date Administered ____
Score (% or Gr. Eq. if possible) ___	Score (% or Gr. Eq. if possible) ___

List each basic skills area tested:

Student Narrative Evaluation:

Summary Report, Basic Skill Improvement Component

			Focus of	Evaluation Information		Credit
Name	Age	Area Where Served	Instruction	Pre-test (Fall 1983)	Post-test (Spring 1984)	Awarded
1	16	Learning Disabilities	Math Reading Spelling	Woodcock Reading 7.0 Gr. Eq. Woodcock Spelling 5.7 Gr. Eq. Key Math 9.5 Gr. Eq.	Re-evaluation due fall 1984	--
2	18	Chapter I	Reading	Gates McGinitie Vocabulary 25% Comprehension 6%	Gates McGinitie Vocabulary 25% Comprehension 6%	--
3	18	Speech and Language Monitoring	Language	---	---	--
6	17	Emotional Disabilities	Reading Math	Woodcock Reading 10.9 Gr. Eq. Key Math 8.5 Gr. Eq.	Woodcock Reading 11.3 Gr. Eq. Key Math 12.9 Gr. Eq.	1
7	16	Emotional Disabilities	Reading	Woodcock Reading 12.9 Gr. Eq.	Re-evaluation due fall 1984	1/2
16	16	Chapter I	Reading	Gates McGinitie Vocabulary 21% Comprehension 8%	Gates McGinitie Vocabulary 30% Comprehension 8%	--
19	17	Educable Mentally Retarded	Reading Math	Woodcock Reading 4.8 Gr. Eq. Key Math 6.0 Gr. Eq.	Woodcock Reading 5.1 Gr. Eq. Key Math 11.0 Gr. Eq.	1
20	18	Learning Disabilities	Reading Math	Woodcock Reading 6.2 Gr. Eq. Key Math 10.0 Gr. Eq.	Woodcock Reading 6.8 Gr. Eq. Key Math 11.0 Gr. Eq.	1
22	18	School Age Mother Emotional Disabilities	Reading Math Spelling	Woodcock Reading 6.4 Gr. Eq. Key Math 8.4 Gr. Eq.	Woodcock Reading 12.9 Gr. Eq. Key Math 9.4 Gr. Eq.	1/2
23	16	Chapter I	Reading	Gates McGinitie Vocabulary 18% Comprehension 10%	Gates McGinitie Vocabulary 48% Comprehension 28%	--
25	18	Educable Mentally Retarded	Reading Math	Woodcock Reading 2.7 Gr. Eq. Key Math 6.2 Gr. Eq.	Woodcock Reading 3.5 Gr. Eq. Key Math 7.0 Gr. Eq.	1/2

OCCUPATIONAL TRAINING FOR EMPLOYMENT COMPONENT

Summary Report

Number of students served in the in-school classroom phase - technical skills training:	44
Percentage of total students in project (N = 49):	90%

Number of:

Females:	24	(55%)
Males:	20	(45%)
Minorities:	5	(11%)
Handicapped:	12	(27%)
School-age Mothers:	4	(9%)

Number of students in work experience during 1983-1984 school year:	18
Percentage of total students in project (N = 49):	37%

Number of:

Females:	8	(44%)
Males:	10	(56%)
Minorities:	2	(11%)
Handicapped:	7	(39%)
School-age mothers:	1	(6%)

WORK STATUS OF JTPA STUDENTS AS OF JUNE 30, 1984

Private Sites:	22	
Females:	12	(55%)
Males:	10	(45%)
Minorities:	3	(14%)
Handicapped:	5	(23%)
School Age Mothers	1	(5%)

Public Sites (Summer JTPA Program)	17	
Females:	9	(53%)
Males:	8	(47%)
Minorities:	3	(18)
Handicapped	5	(29%)

Unemployed:	8	
Females:	4	(50%)
Males:	4	(50%)
Minorities:	0	(0%)
Handicapped:	3	(38%)
School Age Mothers	1	(13%)

Moved Out of District:	2	
Females:	1	(50%)
Males:	1	(50%)
Minorities:	0	(0%)
Handicapped:	0	(0%)

Dropped Out of Program:	2	
Females:	2	(100%)
Males:	0	(0%)
Minorities:	0	(0%)

Courses Taken

Student I.D.#	Age	Focus of Instruction	Credit Awarded
1	16	Intro. to Typing and Word Processing	1
		Intro. to Business (General)	1
2	18	Advanced Independent Study in Automotive Technology	1
		Restaurant Management - Foods for a Living	1/2
3	18	Woods Technology II	1
		Drafting I	1
4	18	Machine Shop - Metals II	1
5	17	Intro. to Typing and Word Processing	1
		Computer Science	1/2
		Accounting and Data Processing	1
		Textile Careers - Sewing	1/2
		Childcare Techniques and Careers	1/2

For the occupational training component of the JTPA project, students were integrated according to their choice into the regular, school sponsored vocational program. JTPA students did receive additional learning activities in certain aspects of new technology: using computers in auto mechanics and word/data processing. Extra efforts were taken by vocational education instructors to explore in more depth with JTPA students career possibilities related to the vocational area being taught.

Additional activities undertaken by JTPA students in the area of computers included:

Word Processing

1. Computer Literacy
2. Getting Started with Word Processing
    a. Reading a Menu
    b. Creating a Document
    c. Editing a Document
    d. Printing a Document
3. Commands
    a. Cursor Commands
    b. Formatting Commands
    c. Deletion/Erasure Commands
    d. Storage Commands
    e. Block Commands
    f. Place Marker Commands
    g. Miscellaneous Commands
4. Computer Skills
    a. Letters
    b. Tables/Graphs/General Visual Graphics
    c. Form Documents

Data Processing

1. Introduction
    a. Importance of Data Processing/Computer Literacy
    b. Types of Data Processing - Unit Record, Electroinc
    c. Data Processing Cycle
    d. Applications in the Future
    e. Career Opportunities
2. Computers in Society
    a. Computers (DP/WP) in the Business Office
    b. Computers in Education
    c. Computers in the Home
    d. Computers in Everyday Life
        (1) Privacy and Personalization
        (2) Fraud
        (3) Government Records
        (4) Movies, Literature, and the Arts
3. Computer Skills
    a. General Ledger/Setting Up Chart of Accounts
    b. Accounts Receivable
    c. Accounts Payable
    d. Payroll
    e. Inventory

Automotive

1. Computerized Equipment in Automotives Can Make Front-End Geometry Easier and More Accurate to Complete
2. Knowledge of Skills is Computerized Wheel Alignment Can Provide More Saleable Skills to the Future Automotive Technician
3. Knowledge of and Skills Acquired in New Technology Can Lead to Opportunities for Immediate Job Entry After High School

At the end of the project, vocational instructors completed an evaluation summary of each JTPA student served in his/her vocational area. All evaluations have been placed in the individual student's JTPA file. An example of this evaluation format follows.

JTPA In-School Vocational/Technical Skills Training
Lake Mills Area Schools
Evaluation Report

Student Name: ______________________________
Grade: ________ Age: ________
Name of Course: ______________________________
General Types of Skills Taught: ______________________________
____
Credit Awarded: ______________________________
Grade Received: 1st Qtr. ___ 2nd Qtr. ___ Sem. ___
Teacher's Name: ______________________________
Evaluation of Student Performance: ______________________________
____

CAREER COUNSELING COMPONENT

Much time was spent by the district's 9-12 guidance counselor working with identified JTPA students during the course of the project. The counselor was involved in career testing with students, career counseling and personal counseling, held conferences, and communicated with parents, and acted as a school-community liaison to help students find work experience sites.

Summary Report

Number of Students served: 49

Percentage of total students in project (N = 49): 100%

Number of:

Females	26	(53%)
Males:	23	(47%)
Minorities:	5	(10%)
Handicapped:	14	(29%)
Other:		
School Aged Mothers:	5	(10%)

CAREER SKILLS IMPROVEMENT COMPONENT

The career skills improvement component involved a daily credited course of 18 weeks for students who were identified as ready for and/or needing pre-employment skills.

Summary Report

Number of students served: 22
Percentage of total students in project (N=49): 45%
Number of:
  Females: 11 (50%)
  Males: 11 (50%)
  Minorities: 2 (9%)
  Handicapped: 10 (45%)
  School Age Mothers: 2 (9%)

Skills/Competencies Taught:

I. Interpersonal Skills - You and Self-Awareness

A. Describe how people are unique in how they look, act, and feel.
B. Describe how heredity, culture, and experience shape what people are.
C. List reasons why people's lives take on added meaning when they know their values and set attainable goals.
D. Identify ways to know more about yourself and like yourself better.
E. Identify general attitudes and behaviors that help people relate to others.
F. Identify healthy ways of dealing with anger.
G. Define family and ways of dealing with family.
H. Analyze cultural differences, problems that may cause, and ways of solving those problems.
I. Define self-image as key to confidence and identify characteristics of confident behavior.
J. Identify characteristics of change and differentiate between positive and negative ways of dealing with change.
K. Describe the need for personal goals and identify the factors involved in setting and reaching them.

II. Career Planning - Career Options

A. Identify career goals and how to achieve these goals - setting a career plan.
B. Assess personal aptitudes, abilities, interests, values, and needs - self and through tests.
C. Determine an occupational preference and make a career choice based on assessment of needs.
D. Understand chances of getting a job now and in the future in the fields of work they are interested in.
E. Realize how many and what kind of workers will be needed (short/long term) in the local area.
F. Understand where and how to get specific and local labor market information.
G. Understand the kind of preparation and training youth need to get an entry-level job and subsequent promotions.
H. Identify occupations and professions through various types of information sources.
I. Evaluate occupational apprenticeships and other training opportunities.

J. Evaluate educational opportunities including college, vocational training, home-study programs, adult and life-long learning programs.
K. Investigate the legal aspects of work including the social security system, unemployment and worker's compensation, and racial and sexual equality in the work place.

III. Job Seeking and Getting Skills - How to Get that First Job

Resources and Procedures for Seeking a Job

A. Use multiple sources of job information to find out what jobs are available.
B. Identify a prospective employer's products and services.
C. Determine key contacts within a prospective employer's organization.
D. Identify the free services provided by the state employment agency in helping people find jobs and job training - Job Service.
E. Determine how private employment agencies operate to help people find jobs for a fee.
F. Use want ads in a newspaper.
G. Identify the procedures involved in applying directly for jobs at company personnel offices.
H. Prepare for common types of employment tests.

Job Application/Resume

A. Identify the purpose of job application forms.
B. Read and complete those parts of a job application form asking for personal facts, job interests and job skills, references, education and employment records.
C. Prepare letters of inquiry or application.
D. Compile a list of references.
E. Apply for a social security card, work permit, and licenses.
F. Prepare a resume summarizing experience, education, and job training.

Job Interviews

A. Identify the purpose of job interviews.
B. Identify the necessary steps in getting ready for a job interview.
C. Differentiate between appropriate and inappropriate behavior, attitudes and dress for a job interview.
D. Be prepared to discuss prior work experiences, career goals, references (personal, character, and job), and personal aptitudes.
E. Discuss wages and salaries with a prospective employer.

IV. Work Maturity - Attitudes on the Job

Reliability

A. On the job regularly and promptly.
B. Notifies if late/absent.
C. Complete tasks on time.
D. Volunteers extra effort when necessary.
E. Shows responsibility and dependability in carrying out tasks.

Self-Management

A. Maintains physical, mental health.
B. Maintains appropriate hygiene and dress.
C. Settles personal problems outside work.
D. Demonstrates self-confidence.
E. Accepts responsibility for own actions.
F. Anticipates consequences of personal actions.
G. Demonstrates a positive self-concept.
H. Demonstrates a sense of humor.

Personnel Functions

A. Understands employment conditions.
B. Understands work standards and schedules.
C. Understands personnel procedures.
D. Relates appropriately to supervisor.
E. Keeps work records.
F. Demonstrates a knowledge of the individual's opportunities in the organization.

Supervision - Working with the Boss

A. Demonstrates attentiveness and cooperativeness.
B. Requests clarification when needed.
C. Negotiates differences of opinion.
D. Accepts guidance/correction.
E. Demonstrates a respect for authority.
F. Follows directives.

Task Management - Performance on the Job

A. Prepares/plans and organizes job responsibilities.
B. Sets up materials/tools.
C. Works consistently to complete tasks.
D. Uses appropriate techniques/tasks.
E. Cleans up.
F. Manages time effectively.
G. Sets reasonable work goals.
H. Works safely.

Fellow Worker Relationships

A. Getting along.
B. Cooperativeness/friendliness.
C. Works as a team member.

Motivation

A. Demonstrates initiative, good judgment, and integrity.
B. Does all tasks.
C. Inquires about job and related work.
D. Seeks opportunities to learn.

E. Practices skills/requests feedback.
F. Seeks additional work when assigned tasks completed.

V. Standard Benefits and Payroll Structure - the Paycheck

A. Define basic terms about wages and salary, identify standard paycheck deductions, and do simple computations related to salary.
B. Identify and evaluate company pay and benefit plans including merit raises, health and dental plans, life insurance plan, credit unions, payroll deductions, educational benefits, company training, vacations, profit sharing, retirement, etc.
C. Identify the purpose of workers' compensation and describe the benefits it provides.
D. Identify the purpose of unemployment insurance and disability insurance and describe the benefits they provide.
E. Demonstrate a knowledge of the employee's union, including its structure, dues, policies, missions, meetings, and obligations.

VI. Role of Computers in Work Place - Computer Awareness

A. Computer literacy.
B. Computer occupations.
C. Job searches and career information using the computer.

VII. Changing Jobs and/or Careers

A. Recognizes that career goal setting and planning are ongoing rather than a single life event.
B. Understands why people change jobs.
C. Understands procedures for changing jobs.

J.T.P.A. SUMMER YOUTH PROGRAM SUMMARY

Program Title: BOOST (Broadening Occupational Opportunities through Summer Training)

Program Sub Grant: 21881.70

Program Grant Holder: Central Wisconsin Community Action Council, Inc.

Program Dates: June 11, 1984 - July 20, 1984

Students Served: Twenty 14-18 year old J.T.P.A. Certified Youth

Males:	9 (45%)
Females:	11 (55%)
Minorities:	4 (20%)
Handicapped:	8 (40%)

PROGRAM COMPONENTS

Classroom Training

All students enrolled in the Lake Mills Summer J.T.P.A. program received two hours of classroom instruction per day for 4 days per week. Students were paid for participating in classroom instruction and all classroom instructional delivery focused on areas of technology with emerging occupational opportunities. Areas of instruction included:

- Computers
    - literacy
    - graphics
    - word processing
    - data processing
    - programming
- Communications/Graphics Arts
    - computer type-setting
    - silk screening
    - off-set printing
    - CAD (computer assisted drafting)
- Plastics
    - vacuum forming/low molding
    - liquid resin casting
    - dipped and curved plastics
- Robotics
    - design and construction
    - operation
    - potential task accomplishment
    - impact in the work place
    - practical uses and implications
- Electronics
    - basic electricity principles
    - electronic components
        - capacitors
        - batteries
        - resistors
        - diodes
        - intergrated circuits

474

- Communication/Audio-Visual
  - radio/T.V./video
  - photography
    - mechanics of a camera
    - F-stop
    - focus
    - depth of field
    - picture taking/picture composition
    - film processing
    - picture development
    - picture enlargement process
- Service Occupations
  - public
    - postal
    - police/law enforcement
    - fire
    - teacher
    - city maintenance/parks and grounds
  - private
    - secretarial
    - custodial
    - beautician
- Career Exploration
  - job searching (newspapers, WCIS, friends)
  - on the job responsibilities and interpersonal skills
  - job shadowing

Student attendance in the classroom component was high. Students expressed interest in the areas explored. Based upon informal student evaluations the most enjoyable activities were:

1. The construction of an AM radio - students were amazed that they could learn how to construct a radio that "really worked". They were eager to show their radios to others.

2. Photography projects - students were surprised about all the considerations which must be taken into account in taking a picture - most had never touched any type of camera. Students were also surprised that they could learn how to use a dark room and develop as well as enlarge pictures. This project initiated interest on the part of the students to want to become involved in the school newspaper during the regular school year.

3. Plastics projects - students became very creative and innovative in their plastics projects. They prepared

plastic items to give to a favorite teacher for the teacher's classroom.

4. Silk screening - students wanted to work overtime on silk screening projects. With the use of the computers they designed many layouts to be silk screened. All brought T-shirts from home to make one personal item.

EXHIBIT 60

COMMUNITY BASED EMPLOYABILITY TRAINING PROJECT FOR IN-SCHOOL YOUTH WHO ARE MODERATELY AND SEVERELY HANDICAPPED

Scope: Local Level

Funding Source:
JTPA Title IIA

Focus:
community based vocational
training for in-school youth
with moderate/severe handicaps

Participants:
14 in-school youth who are
moderately/severely handicapped

Location: Kentucky

Grant Recipient:
Kenton County Board of Education,
Independence, Kentucky

Information Contact:
John R. Johnson, Project
Coordinator, Fort Wright School,
501 Farrell Dr., Covington, KY
41011

Significant Features

The Employability Training Project (ETP) provides community-based vocational training to students with moderate/severe handicaps to increase the probability of their being competitively employed. The ETP model including the assessment package designed specifically for the project was developed by John R. Johnson, Project Coordinator, Ft. Wright School. He used material from the list of references following this description to design, develop and implement the project.

The program description and youth competency assessment package that follow apply to the project proposed for funding in 1985-86 through JTPA. This proposed project is a continuation of the 1984-85 JTPA project's training goals, objectives and assessment process.

Students Served

Fourteen students with moderate and severe disabilities are the primary target population and comprise at least 75% of the participants served. Other students with mild disabilities may be included based on severity of need. One hundred percent of the participants will be youth between the ages of 16-21. Students served reside in five counties of Northern Kentucky.

PROGRAM DESCRIPTION

Occupational Skills

The Employability Training Project (ETP) emphasizes skills described in "Youth Competency Statements" found at the end of this narrative. General work/job skill training is provided in the following occupational areas: janitor and sexton, kitchen helper, food preparation/service, and nurse aide/orderly.

Educational Goals

1) Students will acquire social and vocational skills identified as requisites for entering and retaining competitive employment in service occupations.
2) Students will acquire work skills in previously cited occupations which are generalizable across work settings, materials, work conditions, and people.
3) Students will be employed for whom parent support is evident and to whom local adult service agencies make a commitment to provide on-going support and follow-up.

Other Training Goals

1) Program staff will facilitate, via interagency linkages, the transition of graduating students into community-based employment training and placement programs for adults.
2) Parent and business support groups will be initiated to generate on-going support and resource development to enhance public awareness of the employment potential of persons with moderate and severe handicaps.
3) Consultation to professionals will be provided to encourage and assist teachers and other professionals in the implementation of ETP goals.

Training Program Goals

1) At least 75.5% of all participants will achieve 70% of 10-15 youth competencies selected for each participant.
2) At least 70% of all participants will spend a minimum of 40% of their total instructional time in some type of community-based vocational placement, contingent upon procurement of placement sites.
3) A strong effort will be made to enter graduating students into community-based employment provided a local adult service agency is willing to develop and implement, in cooperation with ETP staff, a written plan for the provision of job retention/follow-up and support services.

Performance Goals

Entered employment rate for youth 5 (35.7%)
Positive termination rate for youth 11 (78.6%)
Cost per positive termination $5,422

JTPA Certification

All students will be certified as eligible for JTPA services in order to be enrolled in the ETP. Parents will be encouraged to take an active role in the certification process and counseled regarding the benefits of participation. Consent and release forms will be explained and signed at this time.

DESCRIPTION OF PROGRAM'S TRAINING COMPONENTS

Pre-Test

Concurrently with the certification process, current student performance will be assessed in school and at community-based sites using the following instruments:

Youth Competency Assessment (YCA)
Vocational Assessment and Curriculum Guide (VACG)
Adaptive Behavior: Street Survival Skills Questionnaire (SSSQ)
AAMD Adaptive Behavior Scale: Part II

Pre-test results will be used during a transdisciplinary outlining meeting to determine which Youth Competency Statement should be selected for implementation.

Post-Test

At the end of the 1985-86 school year post-test assessment of student performance will be conducted. Post-test results of the Youth Competency Assessment will be used to document and certify achievement of benchmarks and indicators for competencies implemented during the school year.

Transdisciplinary Outlining Session

A meeting of all personnel providing direct services to each student will be conducted. Members of the transdisciplinary team will include at minimum the ETP Project Coordinator, the ETP Vocational Instructor, the principal or supervisor of the school/agency at which the participant is enrolled and the classroom teacher. Other team members may include specialists such as Occupational Therapists, Speech Therapists, Social Workers, Adaptive Physical Education Instructor, School Nurse, School Psychologist, etc. The purpose of this meeting will be to select 10-15 appropriate Youth Competency Statements and to coordinate efforts and services across disciplines. An Individualized Vocational Training Record (IVTR) will be developed based upon the outcomes of this meeting. The IVTR will be submitted to parents and staff for review and approval.

Community-Based Vocational Training

Community-based vocational training will be the prioritized instructional method, preferable to school/classroom-based vocational training. It will include all community-based training provided by classroom teachers on youth competencies and training at work sites developed by ETP staff. Classroom teachers will be advised, encouraged and assisted in the development of community-based work sites, placement of students at work sites, and implementation of youth competencies at community-based work sites. this will facilitate a broader distribution of efforts and resources toward community-based vocational training in addition to efforts of ETP staff.

The primary roles of ETP staff will be (1) to assist classroom teachers in assessment and implementation of youth competencies, particularly in the community, (2) to develop community-based work sites, place participants at work sites, and implement youth competency training at work sites and (3) to facilitate the transition of graduating students into employment or post-secondary employment training services provided by other local agencies.

A transdisciplinary implementation process will be utilized during implementation of youth competencies. Instructional methods will utilize ecobehavioral analysis, results from research on factors related to employment of persons with moderate and severe handicaps and utilization of augmentive strategies. Training will be primarily data based.

School/Classroom-Based Vocational Training

All instruction provided in the classroom or school which the student attends will be directed and implemented by the classroom instructor. Classroom instruction will include implementation of youth competencies identified in the IVTR. The ETP Coordinator will provide assistance and consultation in developing and implementing appropriate school/classroom-based instructional programs.

Student Performance - Documentation and Review

Student performance will be documented using several of the following instruments:

1) Individualized Vocational Training Record (IVTR)
2) Work Experience Training Record (WETR)
3) Youth Competency Performance Record
4) Task Analysis Record I & II
5) Job Duty/Task Analysis Worksheet
6) Travel Training Program Records
7) Work Evaluation; and
8) records developed and/or used by classroom teachers and specialists

At the end of the year these records will be used as documentation of results recorded on the YCA. The results of the YCA administered at the end of the year will be used to document and certify that indicator and benchmarks for youth competencies implemented for each participant were achieved.

Every 8 weeks beginning October 31, 1985, student performance will be reviewed with all staff providing services. A Vocational Training Status Report and,if applicable, a Work Experience Status Report will be completed. Student performance on youth competencies will be reviewed and progress toward achievement of indicators and benchmarks will be recorded. At the end of the year, the IVTR and WETR will be completed and updated with a record of the Final Outcome of youth competency training. A narrative report will be completed to summarize training efforts for each student.

Vocational Transition Plan (VTP)

A Vocational Transition Plan will be developed for students graduating in June 1986. The purpose of the transition plan is to insure graduating students receive appropriate post-secondary employment training, placement and follow-up services. A critical element of this plan will be the participation of representatives from local agencies providing post-secondary services, including but not limited to:

Office of Vocational Rehabilitation;
Northern Kentucky Vocational-Technical School, Special Programs;
Riverside Good Counsel, Inc.;
Northern Kentucky Association for Retarded Citizens, Inc;
Redwood School and Rehabilitation Center, Inc.;
Northern Kentucky Comprehensive Care;
BAWAC, Inc; and
Bureau of Employment Services

The VTP will identify goals, objectives, timelines, services, and service providers. Also included will be a description of all assessment outcomes previously administered and current training goals, objectives and youth competencies implemented during the school year. Representatives from participating agencies will be consulted regarding specific training activities, goals, and objectives which will better facilitate transition into post-secondary services.

Finally, as part of the VTP a strong effort will be made to place and train graduating students in competitive employment positions provided the following criteria have been met;

1) the student will graduate at the end of the 1985-86 school year;
2) parental support for community-based competitive employment of the student has been expressed and parents are willing to forego SSI benefits in lieu of wages and benefits earned through employment;
3) the student is a viable candidate for supported competitive employment, given services provided through what has been termed the "Supported Work Model"; and
4) a written plan is developed authorizing on-going training, support, follow-up, and job retention services by an identified agency committed to providing post-secondary employment training, placement support, and follow-up services to adults with moderate and severe disabilities.

Follow-Up Survey

A follow-up survey will be developed and conducted to identify vocational outcomes of graduates who have been served by the Kenton County Board of Education through the Employability Training Project during the 1984-85 school year. This information is a critical source of information that may determine

1) the impact of the ETP on post-secondary employment outcomes of students served by ETP in past years;

2) strengths and weaknesses in the design and implementation of the ETP which need to be addressed; and

3) the effectiveness of the Vocational Transition Plan.

Length of Training

The Employability Training Project will begin August 22, 1985 and end the last day of school, June 5, 1986. The ending date may be adjusted depending on the number of snow days incurred during the school year.

Supervision

Students will be supervised by classroom teachers and/or aides and/or specialists during all school/classroom-based and community-based instruction implemented by the classroom teachers or specialists; by ETP staff during work site and community-based training implemented by ETP staff; and by specified supervisory personnel at work-sites following fade-out of training and intervention by ETP at work sites.

Youth Competency Statements

Four learning characteristics unique to the target population to be served by ETP were considered during the development of Youth Competency Statements. They include 1) slower rates of skill acquisition; 2) limited capacity to generalize acquired skills to a variety of settings and conditions; 3) limited application of academic and non-functional skills to community-based activities; and 4) difficulty with retention of skills not mastered or consistently applied. The second, third, and fourth characteristics will be accommodated through community-based instruction, the content of the Youth Competency Statements, and pre-test assessment of student performance.

However, students with moderate and severe disabilities require systematic instruction which incorporates many aspects including increasing levels of skill difficulty and complexity. Therefore, many of the following Youth Competency Statements include a "Level of Difficulty Statement". This will accommodate both a slower rate of skill acquisition, and a need to master varying degrees of difficulty to enhance skill retention. It will also provide a more effective means of assessing student performance in terms of the level of difficulty at which a student performs a given competency. This will facilitate the selection of competencies better tailored to each student's individual needs.

All Youth Competency Statements fall in the "Pre-employment and Work Maturity" category. Ten to fifteen competency statements will be selected for each participant based on pre-test assessment results. These competencies will be identified in the IVTR. Certification that indicators have been achieved will be based on post-test results of the Youth Competency Assessment.

Youth Competency Statements have been organized in outline form as follows:

1) Competency Strand: This is a general behavior, skill, task which is underlined, preceded by a roman numeral, and followed by a definition, eg. I. Attending to Task: maintain tactile...

2) "Student will..." Statement: This is the initial part of the competency statement which must be completed with a Behavior/ Condition Statement and a level of Difficulty Statement if applicable.

3) Behavior/Condition Statement: This is a behavior, task, and/or conditions under which the behavior or task is to be performed which is preceded by a capital letter, eg. A. under non-distracting conditions for a duration of...

4) Level of Difficulty Statement: This describes the degree of difficulty or complexity which the behavior, task, and/or conditions described by the Behavior/Condition Statement must be performed and is preceded by a numeral.

eg.
1) 30-60 mins.
2) 1-2 hrs.
3) 3-4 hrs.
4) 3-4 hrs.
5) 4-5 hrs.
6) 5-6 hrs.
7) >6 hrs.

By definition one complete competency statement includes one and only one of each of the above statements. In some cases, there are no level of difficulty statements included with the behavior/condition statement. In such a case, the level of difficulty is described by the behavior/condition statement. If more than one level of difficulty statement is selected for implementation, they will be included in separate competency statements which will each be counted as single competency statements. For example, if the words "sweep", "fast", and "hurry" are selected from the level of difficulty statement from competency II.C., each of these words must be included in 3 separate competency statements. As stated previously, total competency statements to be selected for implementation will number at least 10 and not exceed 15.

YOUTH COMPETENCY STATEMENTS

Competency Area: Pre-employment and Work Maturity

Assessment: Certification that students have achieved indicator & benchmark of youth competencies will result from post-test results of the Youth Competency Assessment for all of the competencies which follow below.

COMPETENCY	INDICATOR & BENCHMARK	CERTIFICATION DATE
I. Attending to Task: maintain tactile contact with task materials & functional movement/behavior required for task completion.		
Student will attend to a task to be identified and described...		
A. under nondistracting conditions for a duration of: 1) 30-60 mins. 2) 1-2 hrs. 3) 2-3 hrs. 4) 3-4 hrs. 5) 4-5 hrs. 6) 5-6 hrs. 7) >6 hrs.	No assistance to attend to task for a specified duration 8 out of trials.	
B. without initiating contact with strangers more frequently than 3-5 times per day.	Initiates no more than 5 contacts with strangers per day for 10 consecutive days with no assistance.	
C. when observed by others for a duration of .... 1) 5-10 mins. 2) 10-20 mins. 3) 20-30 mins. 4) 30-40 mins. 5) 40-50 mins. 6) 50-60 mins.	Requires no prompts to attend to task for duration of observation period selected 8 out of 10 trials.	
D. while conversing with others for a duration of.... 1) 5-10 mins. 2) 10-15 mins. 3) 15-20 mins.	Requires no prompts to attend to task for duration of conversation period selected 8 out of 10 trials.	
E. during a peer, co-worker, staff, and/or environmental distraction.	Requires no prompts to attend to task for duration of distracting incident for 8 out of 10 trials.	
II. Following Directions: initiation and/or completion of behavior/task specified by instructions delivered by others.		
Student will follow...		
A. a specified number of directions delivered at one time.	Requires no assistance to initiate behavior/task to follow directions for 8 out of 10 trials.	
B. a specified number of directions presented at one time using a visual or auditory self-assisting device.	Requires no assistance to initiate behavior/task to follow directions for 8 out of 10 trials.	
C. a simple one step verbal command using at least 1 and no more than 10 words to be selected from the list below: 1) in 2) out 3) on 4) off 5) up 6) down 7) start 8) stop 9) left 10) right 11) top 12) bottom 13) front 14) back 15) side 16) around 17) hot 18) cold 19) warm 20) spray 21) pour 22) lift 23) pinch 24) squeeze 25) hold 26) push 27) pull 28) slide 29) turn 30) wipe 31) wet 32) dry 33) sweep 34) mop 35) fast 36) slow 37) polish 38) spots 39) streaks 40) dirty 41) clean 42) look 43) listen 44) step 45) walk 46) wait 47) hurry 48) stack	Requires no assistance to initiate behavior/task to follow commands using selected words 8 out of 10 trials.	

COMPETENCY	INDICATOR & BENCHMARK	CERTIFICATION DATE
D. one direction requiring initiation of a behavior/task within... after the instruction was initially delivered. 1) 10-30 mins. 2) 30 mins. - 1 hr. 3) 1-2 hrs. 4) 2-3 hrs. 5) 3-4 hrs. 6) 4-5 hrs. 7) 5-6 hrs. 8) 6-8 hrs. 9) 2-3 days 10) 3-5 days	Requires no assistance to initiate behavior/task to follow directions within specified time period for 8 out of 10 trials.	
E. rules and regulations established by supervisor with no more than 3-5 violations per month.	Demonstrates no more than 5 violations per month of rules & regulations for 4 out of 5 months.	
F. directions to correct task requiring no more than one verbal repetition of direction.	Initiates without assistance behavior to correct task requiring only one repetition of direction for 8 out of 10 trials.	
III. Community Travel/Mobility: pedestrian skills; use of public transportation services in the community; managing emergency situations.		
Student will...		
A. negotiate independently & safely 1 or more of following pedestrian conditions: 1) uncontrolled intersections 2) interesections partially controlled by a pedestrian Xing sign 3) intersections partially controlled by stop signs 4) intersections partially controlled by flashing lights 5) intersections partially controlled by stop lights 6) intersections controlled by walk lights 7) intersections controlled by police officers 8) wide intersections with an island controlled by walk lights 9) uncontrolled intersections with an island 10) Xing between corners with no Xwalk available 11) Xing between corners with a pedestrian Xing 12) Xing driveway and/or parking area entrances 13) Xing intersections with emergency vehicles present 14) Xing intersections with physical or visual impediments 15) walking from one specified location to a specified number of other named locations independently 16) walking on roads without sidewalks 17) walking at night	Requires no assistance to independently & safely negotiate pedestrian condition selected 5 trials per training session for 5 consecutive training sessions.	
B. follow emergency procedures for one or more of the following emergencies: 1) victimization 2) serious illness 3) dangerous weather conditions 4) lost in unknown location	Requires no assistance to independently simulate selected emergency procedures in the community for 5 trials per training session for 5 consecutive training sessions.	
C. ride a local taxi service to/from one named location to and/or from another named location independently.	Requires no assistance to procure, pay for and ride taxi to/from a specified location for 10 consecutive training sessions.	

COMPETENCY	INDICATOR & BENCHMARK	CERTIFICATION DATE
D. demonstrate proficiency in one or more of the following areas required to ride a TANK bus independently 1) pre-departure 2) waiting 3) boarding 4) verification 5) riding 6) landmark scan 7) stop signal 8) departure 9) destination 10) wrong stop 11) zone change 12) bus transfer	Requires no assistance to independently & safely perform all steps in area selected for 5 trials per training session for 5 consecutive training sessions.	
E. ride a TANK bus to/from 1 named location to and/or from another named location requiring 1 of the following: 1) no zone change or transfer 2) zone change only 3) transfer only 4) zone change and transfer	Requires no assistance to independently & safely ride TANK bus to/from locations specified under conditions selected for 5 consecutive trials.	
IV. Functional Survival Skills: skills required for employment related to communication, safety, personal needs, hygiene, counting, money, time & survival signs.		
Student will...		
A. communicate upon request 1-5 of the following items: 1) full name 2) home address 3) city, state, zip code 4) home phone number 5) date of birth 6) age 7) social security number 8) current occupation 9) current employer/work site 10) previous employer/work site 11) school currently attending	Communicates items requested 8 out of 10 trials with no assistance.	
B. independently initiates & completes at school &/or at home the following hygenic activities: 1) wash clothes 2) dress with clean clothes 3) shower/bathe 4) shampoo & dry hair 5) comb/brush hair 6) shave 7) trim nails 8) apply deoderant 9) care for feminine hygiene 10) dress appropriately for work 11) brush teeth	Initiates & completes activities for 10 out of 15 days without assistance.	
C. when necessary, communicate basic needs following below: 1) sickness 2) pain 3) toileting necessities	When occasion arises, communicates information without assistance 4 out of 5 incidents.	
D. speak clearly enough to be understood by anyone on the 2nd transmission.	Is understood on 7 out of 10 verbal transmissions requiring no more than one repetition of the initial transmission.	
E. count a selected number of items (Exclude use of self-assisting devices requiring 1-to-1 correspondence.) 1) 1-20 2) 20-40 3) 40-60 4) 60-80 5) 80-100	Requires no assistance to count correct number of items specified for 8 out of 10 trials.	

<table>
<tr><th>COMPETENCY</th><th>INDICATOR & BENCHMARK</th><th>CERTIFICATION DATE</th></tr>
<tr><td>F. move safely about work place by paying attention where walking and moving.</td><td>Requires no prompts to correct direction of walking or movement to keep from making contact with objects or people for 5 consecutive days.</td><td></td></tr>
<tr><td>G. respond appropriately to safety signals presented verbally.</td><td>Given a minimum of 5 specified survival signs at school, a work site, and/or in the community, will point to correct sign upon request 8 out of 10 trials.</td><td></td></tr>
<tr><td>H. identify and avoid designated dangerous or restricted areas.</td><td>Independently identifies & avoids a dangerous or restricted area for 15 out of 15 consecutive days.</td><td></td></tr>
<tr><td>I. independently complete 1-5 of the following items on a time sheet:
1) identify time sheet with correct name
2) print full name on time sheet
3) print month & date on time sheet
4) print time-in on time sheet
5) print time-out on time sheet</td><td>Requires no assistance to identify or print items selected for 8 out of 10 trials.</td><td></td></tr>
<tr><td>J. initiate activities to acquire and prepare a bagged lunch for work.</td><td>Prepares a bagged lunch with no assistance for 8 out of 10 days.</td><td></td></tr>
<tr><td>K. independently acquire an amount of money to pay for 1-3 of the following items at work:
1) bus fare
2) food/snack items
3) taxi fare</td><td>Acquires amount of money equal to or greater than cost of selected items for 8 out of 10 days with no assistance.</td><td></td></tr>
<tr><td>L. independently acquires exact change for 1 or both of the following:
1) vending machine items
2) bus fare</td><td>Acquires amount of money equal to cost of selected items for 8 out of 10 days with no assistance.</td><td></td></tr>
<tr><td>M. independently initiates and terminates scheduled breaks at correct time.</td><td>Initiates and terminates breaks at correct time 8 out of 10 days with no assistance.</td><td></td></tr>
<tr><td>V. Work Quantity: rate of production =
a) # units or items completed per unit time;
b) task completed per unit time</td><td></td><td></td></tr>
<tr><td>A. Student will complete a task with a selected number of steps at a selected percent of the competitive rate.
<table>
<tr><th># steps</th><th>% of competitive rate</th></tr>
<tr><td>1-5</td><td>90-100%</td></tr>
<tr><td>6-10</td><td>75-90%</td></tr>
<tr><td>10-20</td><td>50-75%</td></tr>
<tr><td>20-30</td><td>25-50%</td></tr>
<tr><td>30-50</td><td></td></tr>
<tr><td>50-75</td><td></td></tr>
<tr><td>75-100</td><td></td></tr>
</table></td><td>Completes number of steps selected at rate of production selected with no assistance for 8 out of 10 trials.</td><td></td></tr>
</table>

COMPETENCY	INDICATOR & BENCHMARK	CERTIFICATION DATE
VI. Work Quality: accuracy = # of steps per task or # of units completed correctly divided by the total steps or units completed correctly x 100		
A. Student will complete a task with a selected number of steps at a selected percent of accuracy. # steps — % accuracy 1-5 — 100% 6-10 — 90-99% 10-20 — 80-89% 20-30 — 70-79% 30-50 — 60-69% 50-75 — 50-59% 75-100 — 25-50%	Completes number of steps selected at % of accuracy selected with no assistance for 8 out of 10 trials.	
VII. Task Approach & Completion: skills related to starting and finishing tasks and getting help.		
Student will...		
A. upon arrival perform 1-4 of the following tasks: 1) sign in on the time sheet 2) locate & gather work supplies 3) go to assigned work area immediately 4) begin working immediately	Independently initiates task(s) selected 10 out of 15 days.	
B. replenish work materials when needed.	Independently replenishes supplies 8 out of 10 trials when supplies need to be replenished.	
C. return work supplies to correct location.	Independently returns supplies to correct location when finished with task 8 out of 10 trials.	
D. complete all tasks in a specified sequence.	Demonstrates no sequential errors in task sequence used during training sessions in 4 out of 5 assessment probes.	
E. remain at assigned work station/area until a specified task is completed.	Requires no assistance to remain at assigned work station/area until a specific task has been completed for 8 out of 10 trials.	
F. learn new tasks after watching co-workers, or supervisor perform & explain task.	Completes task with at least 50% accuracy after co-worker or supervisor explains & performs a new task twice, 4 out of 5 trials with at least 2 different tasks.	
G. initate contact with co-worker or supervisor when one or several of the following conditions occur: 1) assistance is required to complete a specified task. 2) assistance is required to initiate a specified task. 3) a specified task has been completed. 4) instructions are required to initiate or complete another task 5) unsure of what to do next 6) encountering interference to task completion 7) presented conflicting or unclear instructions 8) cannot locate work materials	Independently initiates contact with co-worker or supervisor 4 out of 5 occurrences of condition.	
H. prior to departure performs one or several of the following behaviors: 1) returns work supplies to correct location 2) signs out on time sheet 3) locates supervisor to notify of departure 4) wait in assigned location for transportation home	Independently initiates behaviors selected 10 out of 15 days.	

COMPETENCY	INDICATOR & BENCHMARK	CERTIFICATION DATE
I. departs from work at correct time, immediately following pre-departure behaviors	Leaves at specified time following pre-departure behaviors for 10 out of 15 days.	
J. identify and initiate tasks requiring completion without prompting.	Initiates tasks requiring completion without assistance or instructions 8 out of 10 trials.	
K. initiates "down-time" work behavior without prompting	Initiates tasks to "look busy" during down-time 8 out of 10 trials without assistance.	
VIII. Adaptability: ability to accommodate change without undesirable behavioral responses.		
Student will...		
A. comply to change in work schedule, task sequence, location and type of work materials, and/or method of task initiation/completion. Note: this competency will be implemented only for students which have demonstrated an undesirable behavioral response to changes in routines described in the competency statement.	A baseline analysis of the target behavior will be implemented to measure appropriate components (ie. frequency, duration, latency, intensity, etc.). A measurable outcome will be identified which addresses appropriate behavioral components measured during the baseline analysis.	
IX. General Work/Job Skills: skills required by any worker in any setting employed in a specified service occupation.		
Student will perform selected duties listed below in a selected service occupation.		
A. Cafeteria/Kitchen Worker 1) scrape dishes 2) hand wash dishes 3) hand dry dishes 4) replenish milk cooler 5) replenish silverware supply 6) replenish tea & coffee supply 7) replenish cups/glasses supply 8) serve salads 9) work a serving line 10) mop cafeteria/kitchen floor 11) empty garbage containers 12) stack trays 13) package silverware 14) sort silverware	Performs selected duties with no assistance 8 out of 10 trials.	
B. Dishwasher 1) scrape plates/trays 2) load dishwasher 3) start/stop dishwasher 4) unload dishwasher 5) sort silverware 6) put dishes in correct location 7) operate garbage disposal 8) operate water sprayer 9) wipe work counter	Performs selected duties with no assistance 8 out of 10 trials.	
C. Groundsworker 1) load and unload stone/dirt 2) rake & load grass and bush 3) operate power lawn mower 4) mow a lawn 5) clean up trash on grounds 6) trim bushes & hedges 7) spread fertilizer 8) sow grass seed 9) move furniture 10) lift heavy objects 11) relocate supplies & equipment	Performs selected duties with no assistance 8 out of 10 trials.	

COMPETENCY	INDICATOR & BENCHMARK	CERTIFICATION DATE
D. Janitor & Sexton 1) sweep floors/hallways 2) wash walls 3) dry mop floors/hallways 4) wet mop floors/hallways 5) clean sinks 6) polish mirrors 7) clean toilets 8) dust furniture 9) wipe tables/chairs 10) clean glass/windows 11) empty ash trays 12) empty trash cans 13) examine & replenish supplies 14) vacuum rugs/carpets 15) operate a floor buffer 16) strip old wax/apply new wax 17) replace light bulbs 18) remove debris from grounds 19) sweep sidewalks 20) trim hedges	Performs selected duties with no assistance 8 out of 10 trials.	
E. Housekeeping 1) prepare supply cart 2) change bed linen 3) clean bathroom 4) dust room 5) vacuum rugs/carpets 6) wash linens 7) dry linens 8) store linens 9) replenish supplies 10) polish mirrors 11) polish furniture 12) report damaged articles	Performs selected duties with no assistance 8 out of 10 trials.	

YOUTH COMPETENCY ASSESSMENT

Overview

The Youth Competency Assessment (YCA) is a criterion-referenced assessment which tests student performance in 9 categories including:

I) Attending to Task
II) Following Directions
III) Community Travel/Mobility
IV) Functional Survival Skills
V) Work Quantity
VI) Work Quality
VII) Task Approach/Completion
VIII) Adaptability
IX) General Work/Job Skills

This assessment uses the indicators and benchmarks developed for the "Youth Competency Statements", which accompany this assessment. The indicator and benchmark are used as performance criteria against which student performance is measured and compared.

Competency Validation

This assessment also provides information about competencies which have been validated as requisites for competitive employment. This information is based upon an article by Rusch, F.R., Schutz, R.P., and Agran, M. (1982). Validating entry-level survival skills for service occupations: Implications for curriculum development. *Journal of the Association for the Severely Handicapped*, 7(3), 32-41. "This study sought to determine expectations for entry into competitive employment by utilizing social validation methodology."

The assessment has a column labeled "V" for validation. Competencies are identified which 90% or more of the employers surveyed by Rusch et al. indicated are requisites for entry into competitive employment. These competencies are indicted with a social validation factor in the "V" Column. V x 100 = the percent of employers surveyed by Rusch et al. who indicated the competency was a requisite for competitive employment.

The purpose of the validation factor is to provide information which will assist staff in determining which competencies should be prioritized for assessment and implementation. Until further research is conducted which validates other competencies, assessment and implementation of competencies without a validation factor will be based on predictions of each student's greatest needs and needs of the local job market.

Validity and Reliability

The YCA was developed solely to document student performance with respect to a specific skill, using a specific activity, according to specific performance criteria. Therefore, generalization of assessment results to skills, activities, and performance criteria beyond those identified in the assessment cannot be made. Likewise predictions about future performance based upon assessment outcomes should be avoided until the assessment has met rigorous procedures establishing validity and reliability.

Reliability data will be collected utilizing specific assessment activities. Percent of inter-observer agreement will be used to measure reliability.

Administration Instructions

Pre-Test Procedures

1) Complete the front page and all heading information at the top of each assessment page.
2) Select a minimum of 10-15 competencies to assess, prioritizing competencies indicated by a validation factor.
3) Develop and describe an assessment activity to be used to assess the competency selected in the column provided, including the activity, materials, conditions, person, etc.
4) Identify the setting in which the assessment activity is implemented in the column labeled "Location".
5) Implement the assessment activity for the total number of days, trials, occasions, duration indicated by the indicator and benchmark.
6) Record student performance using the "Youth Competency Performance Record" or other appropriate instruments.
7) Indicate the final results using the assessment score code at the top of each page of the YCA.

Post-Test Procedures

1) Follow steps 1-7 for Pre-Test Procedures using the same assessment activity, location, etc.
2) If generalization of performance is to be assessed, record the difference between the Pre-Test and Post-Test assessment activities and location.
3) Test for generalization only after the student has achieved indicator and benchmark for the competency using the Pre-Test assessment activity and location.

Cover Page of Youth Competency Assessment Instrument

KENTON COUNTY BOARD OF EDUCATION

Employability Training Project

YOUTH COMPETENCY ASSESSMENT

STUDENT: ______________________________
School Attended: ______________________________
Social Security Number: ______________________________
Date of Birth: ____________________ Age: __________
Person(s) Administering Assessment: ____________________
____
____

Pre-Test Period: From ____________________ To ____________________
Post-Test Period: From ____________________ To ____________________

YOUTH COMPETENCY ASSESSMENT

STUDENT: ______________________ SCHOOL: ______________________ YEAR: ____________

SCORE CODE:
A = achieved I & B
B = achieved less than I & B
blank = competency not assessed
C = requires assistance to initiate or complete any aspect of competency
D = unable to assess current level of performance
V Column = social validation factor

COMPETENCY STATEMENT	V	Pre	Post	I & B	ASSESSMENT ACTIVITY	LOCATION
I. Attending to Task: maintain tactile contact with task materials & functional movement/behavior required for task completion Student will attend to a task to be identified and described...						
A. under nondistracting conditions for a duration of...	.95			8/10 trials		
1) 30-60 mins.						
2) 1-2 hrs.						
3) 2-3 hrs.						
4) 3-4 hrs.						
5) 4-5 hrs.						
6) 5-6 hrs.						
7) 6 hrs.						
B. without initiating contact with strangers more frequently than 3-5 times per day	.92			<5 contacts/ 10 consecutive days		
C. when observed by others for a duration of....	.90			8/10 trials		
1) 5-10 mins.						
2) 10-20 mins.						
3) 20-30 mins.						
4) 30-40 mins.						
5) 40-50 mins.						
6) 50-60 mins.						
D. while conversing with others for a duration of...				8/10 trials		
1) 5-10 mins.						
2) 10-15 mins.						
3) 15-20 mins.						
E. during a peer, co-worker, staff, or environmental distraction.				8/10 trials		
II. Following Directions: initiation and/or completion of behavior/task specified by instructions delivered by others. Student will follow...						
A. a specified number of directions delivered at one time.				8/10 trials		
B. a specified number of directions presented at one time using a visual or auditory self-assisting device.				8/10 trials		

COMPETENCY STATEMENT	V	Pre	Post	I & B	ASSESSMENT ACTIVITY	LOCATION
C. a simple one step verbal command using at least 1 and no more than 10 words to be selected from the list below:	.90			8/10 trials		
1) in						
2) out						
3) on						
4) off						
5) up						
6) down						
7) start						
8) stop						
9) left						
10) right						
11) top						
12) bottom						
13) front						
14) back						
15) side						
16) around						
17) hot						
18) cold						
19) warm						
20) spray						
21) pour						
22) lift						
23) pinch						
24) squeeze						
25) hold						
26) push						
27) pull						
28) slide						
29) turn						
30) wipe						
31) wet						
32) dry						
33) mop						
34) fast						
35) slow						
36) polish						
37) spots						
38) streaks						
39) dirty						
40) clean						
41) look						
42) listen						
43) step						
44) walk						
45) wait						
46) hurry						
47) stack						
D. one direction requiring initiation of a behavior/task within...after the instruction was initially delivered. 1) 10-30 mins. 2) 30 mins.- 1 hr. 3) 1-2 hrs. 4) 2-3 hrs. 5) 3-4 hrs. 6) 4-5 hrs. 7) 5-6 hrs. 8) 6-8 hrs. 9) 2-3 days 10) 3-5 days	.95			8/10 trials		
E. rules and regulations established by supervisor with no more than 3-5 violations per month.	.98			<5 violations per mo.,4/5 months		
F. directions to correct task requiring no more than one verbal repetition of direction.	.90			8/10 trials		

COMPETENCY STATEMENT	V	Pre	Post	I & B	ASSESSMENT ACTIVITY	LOCATION
III. Community Travel/Mobility: pedestrian skills; use of public transportation services in the community; managing emergency situations.	.92					
Student will...						
A. negotiate independently & safely 1 or more of following pedestrial conditions:				5 trials per trng. sess.; 5 consec. sessions		
1) uncontrolled intersections						
2) intersections partially controlled by a pedestrian Xing sign						
3) intersections partially controlled by stop signs						
4) intersections partially controlled by flashing lights						
5) intersections partially controlled by stop lights						
6) intersections controlled by walk lights						
7) intersections controlled by police officers						
8) wide intersections with an island controlled by walk light						
9) uncontrolled intersections with an island						
10) Xing between corners with no Xwalk available						
11) Xing between corners with a pedestrian Xing						
12) Xing driveway and/or parking area entrances						
13) Xing intersections with emergency vehicles present						
14) Xing intersections with physical or visual impediments						
15) walking from one specified location to a specified number of other named locations independently						
16) walking on roads without sidewalks						
17) walking at night						
B. follow emergency procedures for 1 or more of the following emergencies:				5 trials per trng. sess.; 5 consec. sessions		
1) victimization						
2) serious illness						
3) dangerous weather conditions						
4) lost in unknown location						
C. ride a local taxi service to/from one named location to and/or another named location independently.				Procures, pays for, & rides 10 consec. sess.		
D. demonstrate proficiency in one or more of the following areas required to ride a TANK bus independently				All steps, 5 trials per trng. sess., 5 consec. sessions		
1) pre-departure						
2) waiting						
3) boarding						
4) verification						
5) riding						
6) landmark scan						
7) stop signal						
8) departure						
9) destination						
10) wrong stop						
11) zone change						
12) bus transfer						

COMPETENCY STATEMENT	V	Pre	Post	I & B	ASSESSMENT ACTIVITY	LOCATION
E. ride a TANK bus to/from 1 named location to and/or from another named location requiring 1 of the following:				5 consec. trials		
1) no zone change or transfer						
2) zone change only						
3) transfer only						
4) zone change and transfer						
IV. Functional Survival Skills: skills required for employment related to communication, safety, personal needs, hygiene, counting, money, time & survival signs.						
Student will...						
A. communicate upon request 1-5 of the following items:				8/10 Trials		
1) full name	1.0					
2) home address	.98					
3) city, state, zip code						
4) home phone number	.98					
5) date of birth						
6) age						
7) social security number						
8) current occupation						
9) current employer/work site						
10) previous employer/work site	.91					
11) school currently attending						
B. independently initiates & completes at school &/or at home the following hygenic activities:				initiates & completes; 10/15 days		
1) wash clothes						
2) dress with clean clothes						
3) shower/bathe						
4) shampoo & dry hair						
5) comb/brush hair	1.0					
6) shave	.98					
7) trim nails	.93					
8) apply deoderant	.96					
9) care for feminine hygiene						
10) dress appropriately for work						
11) brush teeth	.96					
C. when necessary, communicate basic needs following below:				4/5 incidents		
1) sickness	.98					
2) pain	.92					
3) toileting necessities	.94					
D. speak clearly enough to be understood by anyone on the 2nd transmission.	.97			7/10 transmissions with only 1 repetition		
E. count a selected number of items. (Exclude use of self-assisting devices requiring 1-to-1 correspondence.)				8/10 trials		
1) 1-20	1.0					
2) 20-40						
3) 40-60						
4) 60-80						
5) 80-100						
F. move safely about work place by paying attention where walking and moving.				no contact w/ objects 5 consecutive days		
G. respond appropriately to safety signals presented verbally.	.94			5 survival signs; identifies 8/10 trials		
H. identify and avoid designated dangerous or restricted areas.				15/15 consecutive days		

COMPETENCY STATEMENT	V	Pre	Post	I & B	ASSESSMENT ACTIVITY	LOCATION
I. independently complete 1-5 of the following items on a time sheet:				8/10 trials		
1) identify time sheet with correct name						
2) print full name on time sheet						
3) print month & date on time sheet						
4) print time-in on time sheet						
5) print time-out on time sheet						
J. initiate activities to acquire & prepare a bagged lunch for work.				8/10 days		
K. independently acquire an amount of money to pay for 1-3 of the following items at work:				8/10 days		
1) bus fare						
2) food/snack items						
3) taxi fare						
L. independently acquires exact change for 1 or both of the following:				8/10 days		
1) vending machine items						
2) bus fare						
M. independently initiates and terminates scheduled breaks at correct time.				8/10 days		
V. Work Quantity: rate of production = a) # units or items completed per unit time; b) task completed per unit time		SEE BELOW				
A. Student will complete a task with a selected number of steps at a selected percent of the competitive rate.				8/10 trials		

# STEPS	% of Competitive Rate				
	25 - 50%	50 - 75%	75 - 90%	90 - 100%	
1-5					PRE
1-5					POST
6-10					PRE
6-10					POST
10-20					PRE
10-20					POST
20-30					PRE
20-30					POST
30-50					PRE
30-50					POST
50-75					PRE
50-75					POST
75-100					PRE
75-100					POST

V = 1.0 for repetitive tasks previously learned to proficiency completed within 0-25% of competitive rate

COMPETENCY STATEMENT	V	Pre	Post	I & B	ASSESSMENT ACTIVITY	LOCATION
VI. Work Quality: accuracy = # of steps per task or # of units completed correctly divided by the total steps or units completed correctly x 100		SEE BELOW				
A. Student will complete a task with a selected number of steps at a selected percent of accuracy.				8/10 trials		

# STEPS	% ACCURACY							
	100	90-99	80-89	70-79	60-69	50-59	25-50	
1-5								PRE
1-5								POST
6-10								PRE
6-10								POST
10-20								PRE
10-20								POST
20-30								PRE
20-30								POST
30-50								PRE
30-50								POST
50-75								PRE
50-75								POST
75-100								PRE
75-100								POST

COMPETENCY STATEMENT	V	Pre	Post	I & B	ASSESSMENT ACTIVITY	LOCATION
VII. Task Approach & Completion: skills related to starting and finishing tasks and getting help. Student will... A. upon arrival perform 1-4 of the following tasks:				10/15 days		
1) sign in on the time sheet						
2) locate & gather work supplies						
3) go to assigned work area immediately						
4) begin working immediately						
B. replenish work materials when needed.				8/10 trials		
C. return work supplies to correct location.				8/10 trials		
D. complete all tasks in a specified sequence.				0 sequential errors; 4/5 probes		
E. remain at assigned work station/area until a specified task is completed.				8/10 trials		
F. learn new tasks after watching co-workers, or supervisor perform & explain task.	.90			2 different tasks; completion of task to 50% accuracy; 4/5 trials		

COMPETENCY STATEMENT	V	Pre	Post	I & B	ASSESSMENT ACTIVITY	LOCATION
G. initiate contact with co-worker or supervisor when one or several of the following conditions occur:	.94			4/5 occurences		
1) assistance is required to complete a specified task.						
2) assistance is required to initiate a specified task.						
3) a specified task has been completed						
4) instructions are required to initiate or complete another task						
5) unsure of what to do next						
6) encountering interference to task completion						
7) presented conflicting or unclear instructions						
8) cannot locate work materials						
H. prior to departure performs one or several of the following behaviors:				10/15 days		
1) returns work supplies to correct location						
2) signs out on time sheet						
3) locates supervisor to notify of departure						
4) wait in assigned location for transportation home						
I. departs from work at correct time, immediately following pre-departure behaviors.				10/15 days		
J. identify and initiate tasks requiring completion without prompting.				8/10 trials		
K. initiates "down-time" work behavior without prompting.				"looks busy" 8/10 trials		

VIII. Adaptability: ability to accommodate changes without undesirable behavioral responses.

Student will...

A. comply to change in work schedule, task sequence, location and type of work materials, and/or method of task initiation/completion.

Note: this competency will be implemented only for students which have demonstrated an undesirable behavioral response to changes in routines described in the competency statement.

A baseline analysis of the target behavior will be implemented to measure appropriate components (ie. frequency, duration, latency, intensity, etc.). A measurable outcome will be identified which addresses appropriate behavioral components measured during the baseline analysis.

COMPETENCY STATEMENT	V	Pre	Post	I & B	ASSESSMENT ACTIVITY	LOCATION
IX. General Work/Job Skills: skills required by any worker in any setting employed in the service occupation listed below.						
Student will perform selected duties listed below in a selected service occupation.						
A. Cafeteria/Kitchen Worker				8/10 trials		
1) scrape dishes						
2) hand wash dishes						
3) hand dry dishes						
4) replenish milk cooler						
5) replenish silverware supply						
6) replenish tea & coffee supply						
7) replenish cups/glasses supply						
8) serve salads						
9) work a serving line						
10) mop cafeteria/kitchen floor						
11) empty garbage containers						
12) stack trays						
13) package silverware						
14) sort silverware						
B. Dishwasher				8/10 trials		
1) scrape plates/trays						
2) load dishwasher						
3) start/stop dishwasher						
4) unload dishwasher						
5) sort silverware						
6) put dishes in correct location						
7) operate garbage disposal						
8) operate water sprayer						
9) wipe work counter						
C. Groundsworker				8/10 trials		
1) load and unload stone/dirt						
2) rake & load grass and bush						
3) operate power lawn mower						
4) mow a lawn						
5) clean up trash on grounds						
6) trim bushes & hedges						
7) spread fertilizer						
8) sow grass seed						
9) move furniture						
10) lift heavy objects						
11) relocate supplies & equipment						
D. Janitor & Sexton				8/10 trials		
1) sweep floors/hallways						
2) wash walls						
3) dry mop floors/hallways						
4) wet mop floors/hallways						
5) clean sinks						
6) polish mirrors						
7) clean toilets						
8) dust furniture						
9) wipe tables/chairs						
10) clean glass/windows						
11) empty ash trays						
12) empty trash cans						
13) examine & replenish supplies						
14) vacuum rugs/carpets						
15) operate a floor buffer						
16) strip old wax/apply new wax						
17) replace light bulbs						
18) remove debris from grounds						
19) sweep sidewalks						
20) trim hedges						

COMPETENCY STATEMENT	V	Pre	Post	I & B	ASSESSMENT ACTIVITY	LOCATION
E. Housekeeping				8/10 trials		
1) prepare supply cart						
2) change bed linen						
3) clean bathroom						
4) dust room						
5) vacuum rugs/carpets						
6) wash linens						
7) dry linens						
8) store linens						
9) replenish supplies						
10) polish mirrors						
11) polish furniture						
12) report damaged articles						

YOUTH COMPETENCY PERFORMANCE RECORD

Instructions

A. **Training and Assessment Data**

1. Student: print name of student
2. Training/Assessment Site: print location where training or assessment activities are being conducted
3. Competency: summarize competency statement
4. Indicator & Benchmark: summarize indicator & benchmark for above competency
5. Score Code: check method(s) used to score student performance
6. Recording Activity: check whether data recorded involved assessment, training or a probe of student performance
7. Recording Period: indicate 1st and last dates on which data was recorded
8. Total Trials/Period: count and record total trials implemented during recording period
9. I & B Achieved: indicate a date and whether or not the indicator & benchmark for the competency above has been achieved
10. Activities: describe activities used for training, assessment or probe
11. Date: record date trials were implemented
12. Trials: in first row print a number corresponding to each trial. If production, duration, or latency data are being recorded, print trial numbers in first column next to date column, skipping the first row of blocks under "trials."
13. Time Started, Time Finished, and Total: see score code for Production, Duration, Latency and Frequency

B. **Score Code**

1. Level of Assistance (LOA)

   0 = independent/no assistance
   1 = verbally prompted to initiate/completed independently
   2 = verbal cue only
   3 = verbal cue and gestural
   4 = verbal cue and model
   5 = verbal cue and partial physical assistance
   6 = verbal cue and total physical assistance

2. Accuracy Rating (A)
   / = independent correct response (ICR)
   X = assisted correct response (ACR)
   ✓ = incorrect response/no assistance
   0 = no response

3. Quality Rating (Q)
   4 = excellent
   3 = good
   2 = fair
   1 = poor
   0 = no response

4. Production (P): time required to complete a given task
   Time Started = time task was started

Time Finished = time task was completed
Total = Time Finished - Time started (in minutes)

5. Duration (D): the amount of time it takes to terminate a behavior after it was initiated
   Time Started = time behavior started
   Time Finished = time behavior stopped
   Total: total time = Time Finished - Time Started (in minutes)

6. Latency (L): time required to initiate a behavior from the time a cue, prompt, or direction was presented
   Time Started = time cue, prompt or direction was presented
   Time Finished = time behavior was initiated
   Total: total time = Time Finished - Time Started (in minutes)

7. Frequency (F): the number of times a behavior occurs per unit time
   Time Started = time observation started
   Time Finished = time observation stopped
   Total = total number of behavioral occurrences during observation period

C. Data Summary

1. Complete steps 1-9 listed under Training and Assessment Data (TAD)
2. Recording Period/Date(s): print dates or recording period from TAD
3. Total Trials: print total trials for recording period or dates
4. Level of Assistance:
   a) Total LOA = sum of all LOA scores
   b) Average LOA = Total LOA divided by Total Trials
   (= average LOA/trial)
5. Accuracy:
   a) Total ICR = total number of independent correct responses
   b) % ICR = Total ICR divided by the Total Trials x 100
   = percent of total trials which were independent correct responses

6. Frequency:
   a) Total Occurrences (Tot. Occ.) = total number of behavior occurrences
   b) Total Time (Tot. Time) = total time of all observations (minutes)
   c) Average Occurrences per unit Time = Total Occurrences divided by Total Time

7. Production/Duration/Latency:
   a) Total Time = sum of all totals from TAD for recording period
   b) Average Time = Total time divided by Total Trials (Average time per trial)
   c) Time Difference = Criterion Time - Average Time
   d) % Time Criterion = Average Time divided by Criterion Time x 100
   (% of criterion time = average time)

8. Quality
   Total Quality (Tot. Qual.) = sum of scores for quality during recording period
   Average Quality (Avg. Qual.) = Total Quality divided by Total Trials (average qualitative score per trial)

YOUTH COMPETENCY PERFORMANCE RECORD

Training and Assessment Data

Page _____ of _____ pages

Student ________________________________ Training/Assessment Site ____________________

Competency: ____

Indicator & Benchmark: ______________________________________

Score Code
Level of Asst. _____
Accuracy _____
Quality _____
Production _____ Latency ___
Duration ___ Frequency ___

Recording Activity
Assessment: Pre ___ Post ___
Training _____
Probe _____

Recording Period: From _____ to _____
Total Trials/Period ______________
I & B Achieved: YES _____ Date ____________
NO _____ Date ____________

Activities	Date	TRIALS																		Time Started	Time Finish	Total

YOUTH COMPETENCY PERFORMANCE RECORD

Data Summary

page _____ of ____ pages

Student ____ Training/Assessment Site __________________

Comptency: ____

Indicator & Benchmark: ____

Score Code

Level of Asst. _____

Accuracy _____ Quality _____

Frequency _____

Prod. ____ Duration _____ Latency _____

Recording Activity

Assessment: Pre ____ Post ____

Training _____

Probe _____

I & B Achieved:

Yes _____ Date __________

No _____ Date __________

Record. Period/ Date(s)	Total Trials	Level of Assistance		Accuracy		Quality		Frequency			Production/Duration/Latency			
		Total LOA	Average LOA	Tot. ICR	% ICR	Tot. Qual.	Avg. Qual.	Tot. Occ.	Tot. Time	Avg. Occ. per unit Time	Total Time	Average Time	Time Difference	% Time Crit.

TASK ANALYSIS DATA FORM

Page _____ of _____

Student: ____________________

Task Description: ______________________________

Criterion (I & B): ______________________________

____

Training Site: ______________________________

Score Code

Level of Assistance __________

Accuracy Rating __________

Quality Rating __________

Production Rate __________

Date	Trial																							Tot. steps com.	Time started	Time finished	Total Time

TASK ANALYSIS DATA SUMMARY

Page ______ of ________

Student: ____________________

Task Description: ____________________

Criterion (I & B): ____________________

____

Training Site: ____________________

Score Code

Level of Assistance ____________________

Accuracy Rating ____________________

Quality Rating ____________________

Production Rate ____________________

			Level of Assist.		Accuracy		Quality		Production		
Date(s)	Trial(s)	Total steps Comp.	Total LOA	Average	Total ICR	% ICR	Total Quality	Average Quality	Total Time	Time Diff.	% Criterion

Cover Page of ITP Record

KENTON COUNTY BOARD OF EDUCATION
J.T.P.A. EMPLOYABILITY TRAINING PROJECT
INDIVIDUALIZED VOCATIONAL TRAINING PLAN
PROJECT COORDINATOR: JOHN R. JOHNSON

Part I

STUDENT: ______________________
SCHOOL YEAR: ______________________
SCHOOL ATTENDED: ______________________

J.T.P.A. EMPLOYABILITY TRAINING PROJECT
Individualized Vocational Training Record
PART I

A. Enrollment Information______________________
Student: ______________________
School: ______________________
Home Address: ______________________
City: ____________ State: ________ Zip Code: ________
Home Phone: ____________
Parent/Guardian: ______________________
Date of Birth: ________ Current Age: ________
Social Security No.: ____________
J.T.P.A. Enrollment Date: ________
Provider Contract No.: ____________
Training Components: Type ______ No. ______
Handicapped: Yes ___ No ___
Vocational Training Coordinator: John R. Johnson
Classroom Instructor: ______________________

B. Assessment Instruments

Instrument	Date Pre-Test	Date Post-Test
SSSQ	______	______
VTQST	______	______
AAMD/PART II	______	______
VACG	______	______
Vocational Skill Inventory	______	______
Youth Competency Assessment	______	______
Other (Specify):		

C. Classroom Instruction Attendance Record
Student: ______________________
School: ______________________
Recording Period: From ________ To ________

Period From	Period To	Days Req. Attendance	Days Present	$ Days Present
TOTAL				

J.T.P.A. Employability Training Project
Status Report
Individual Vocational Training Plan

Student: ______________________

Period: From ________ to __________

Status Code:

1 = Benchmark & Indicator Achieved
2 = Improvement Documented/I & B Not Achieved
3 = No Improvement Documented
4 = Competency/Benchmark & Indicator Revised
5 = Competency Deleted
6 = No Training Implemented/Status Unknown
7 = No Documentation/Status Unknown

Competency Objectives	Status	Time on Site		Intervention Time		Percentage Intervention		Observations	Recommendations
		Hrs.	Days	Hrs.	Days	Hrs.	Days		

J.T.P.A. EMPLOYABILITY TRAINING PROJECT
Individualized Vocational Training Plan/Part II

Student: ______________________ School Year: ____________

School: ______________________ Class: ______________

Final Outcome Code:

1 = Indicator & Benchmark Achieved
2 = Improvement Documented/ I & B Not Achieved
3 = No Improvement Documented
4 = Competency or I & B Revised
5 = Competency Deleted
6 = No Training Implemented/Status Unknown
7 = No Documentation/Status Unknown

Competency	Performance Criterion Indicator & Benchmark	Strategies & Activities	Date Began	Date Ended	Training Site	Trainer	F.O

J.T.P.A. EMPLOYABILITY TRAINING PROJECT
Work Experience and Training Record

A. PLACEMENT INFORMATION

Student: ______________________________
School: ______________________________
Placement Site: ______________________________
Address: ______________________________
City: ______________ State: ________ Zip Code: ______
On-Site Supervisor: ______________________________
Co-Worker Sponsor: ______________________________
Job Title: ______________________________
Job Description: ______________________________
DOT Code No.: ____________ USOE Code No. ____________

Type of Placement (check one):

J.T.P.A. Work Experience:
Type: ______________ Component No. ____________

Community-Based Vocational Training Site: ______
JTPA Limited Work Experience: ____________
Employment Placement: ______________
Other (describe): ______________
Is student paid? yes ___ no ___
Special Concerns/Needs: ______________

B. WORK & BREAK SCHEDULE

Student: ______________________________
Placement Site: ______________________________

	Work		Breaks		Mealtime		Total Paid
Days	Start	Finish	Start	Finish	Start	Finish	Time
MON.							
TUE.							
WED.							
THUR.							
FRI.							
SAT.							
SUN.							
TOTAL							

No. of Breaks/Day __________
Avg. Time Allotted/Break _________
Mealtime: Paid _____ Unpaid _____ Not applicable ___ (x one applicable)
Other (describe):

C. EARNINGS INFORMATION

Hourly Wage: ______________
Payment Source: ______________________________________
Wage x Total Paid Time = ______________
Deductions:

Type	Amount
______________________________	___________
______________________________	___________
______________________________	___________

Benefits:

Type	Amount
______________________________	___________
______________________________	___________
______________________________	___________

Is trainee covered by Worker's Compensation? Yes ___ No ___
Accident Insurance? Yes ___ No ___

Specify source of Accident Insurance or Worker's Compensation:
____
____

Other Conditions (describe):

D. SSI DATA

SSI Data Release and Consent Form Signed: Yes ___ No ___
Date Signed __________
Date of Eligibility Determination: ____________________
Type of Determination: ______________________________

Monthly Subsidized Income Amount:
SSI ______________________________
SSDI _____________________________
Medicaid _________________________
Food Stamps ______________________
Other (describe) _____________________________________

Describe any wage limitation requirements/arrangements:
____

E. TRAVEL ARRANGEMENTS

Distance from trainee's home to placement site: _______
Distance from trainee's school to placement site: _____
Travel/Transportation Resources to & from placement site: ____

Trainee Travel Costs

Transportation Resource	1-way Cost	Cost To/From

Describe Travel Arrangements:

F. WORK ATTENDANCE RECORD

Student:
Placement Site:
Work Period: From To

Month	# Work Days	# Days Worked	# hours Worked	% Work Days Worked
AUG.				
SEPT.				
OCT.				
NOV.				
DEC.				
JAN.				
FEB.				
MARCH				
APR.				
MAY				
JUNE				
JULY				
TOTAL				

Other (describe):

G. PAYCHECK RECORD

Student:
Placement Site:
Job Title:
Work Period:

Pay Period		Total Time Worked	Gross Pay	Net Pay	Check #	Date Check Received
From	To					
TOTAL						

H. PLACEMENT OUTCOMES

Student: ______________________________
Placement Site: ______________________________
Date Placement Initiated: ______________
Date Placement Terminated: ______________
Total Duration of Work Placement: __________
Reason(s) for Termination of Placement: __________
____
Initial Wage: __________ Ending Wage: __________
Total Hours worked for duration of participation in program: __________
Total Gross Pay Earned: __________
Total Net Pay Earned: __________
Was person hired by Work Site Placement Employer?
Yes ___ No ___ Other (Specify) ______________
____

Work Evaluations

Date Completed	Evaluator's Name

Final Outcomes & Recommendations

Student: ______________________________
School Year: ______________________________
Placement Site: ______________________________

______________________ ______________
Project Coordinator Date

I. VOCATIONAL TRANSITION PLAN

Student: ______________________ Date: ______________
Social Security Number: ______________ D.O.B.: ______________
High School: ______________________
Date Graduation/Exit: ______________
Transition Team Coordinator: ______________________

Transition Team Members	Title/Agency
1.	
2.	
3.	
4.	

Current Vocational Placement/Services:

Vocational Transition Plan, contd.

Summary of Vocational Needs/Strengths

Student: ______________________ Completed By: ______________________

Date of Transition Team Meeting: __________

Work Behavior	Work Skills	Social Behavior	Independent Living Skills	Community Mobility	Other

Other Vocational Concerns/Needs:

____

____

____

____

General Prediction of Vocational Potential and Recommended Employment Outcome:

____

____

____

____

Vocational Transition Plan, contd.

Student: ______________________ Date Completed: ______________________

Vocational/Transition Service	Goal	Service Agent	Service Rep.	Date Initiated	Date Comp.	Final Outcome/Date

Follow Up Record

Student: ______________________ Date: ______________________

Person Initiating Contact	Service Agent Contact	Service Rep. Contacted	Contact Date	PURPOSE	STATUS

KENTON COUNTY BOARD OF EDUCATION
Ft. Wright School
501 Farrell Drive
Covington, Kentucky 41011

EMPLOYABILITY TRAINING PROJECT, 85-86

VOCATIONAL TRAINING SITE AGREEMENT

Date: ____________

Student: ______________________ SS#: ______________________
DOB: ______________________ Age: ________
Address: ____
City: ______________________ State ______________ Zip Code: __________
Home Phone No. ____________

Emergency Phone Numbers

Contact Person	Number
______________________	______________
______________________	______________
______________________	______________

On-Site Vocational Training Coordinator: ______________________
Vocational Training Site: ______________________
Contact Person(s): ______________________
Address: ______________________
City: ______________________ State: ____________ Zip Code: __________
Phone No. ______________________
Equal Opportunity Employer: Yes ___ No ___
Training Supervisor: ______________________
Co-Worker Sponsor: ______________________
Job Title: ______________________ DOT Code#: ____________

Daily Work Schedule

	MON	TUE	WED	THUR	FRI	SAT
Start						
Finished						

DATE TRAINING INITIATED: ____________
DATE TRAINING TERMINATED: ____________

The Employer Agrees To:

1) take an active part in training and supervising this student in accordance with the Individualized Vocational Training Plan;

2) allow ETP staff to analyze the training site in order to develop an Individualized Vocational Training Plan and training strategies;

3) allow ETP staff to conduct the vocational training agreed upon in the Individualized Vocational Training Plan and the Work Experience & Training Record at the vocational training site identified on page 1 of this agreement;

4) assume responsibility for supervision and safety of the student in the event of the absence of the on-site vocational training coordinator from the training site in accordance with the Individualized Vocational Training Plan;

5) assist the coordinator in evaluating student performance at the training site by completing all work evaluations when required;

6) provide close supervision by an experienced and qualified person and avoid subjecting the student to unnecessary and unusual hazards;

7) notify the parent and the school immediately in case of accident, sickness, or any other serious problem, including unexcused absence and/or excessive excused absences;

8) notify ETP staff before taking any action to discharge or otherwise change the placement status of the student, or alter the conditions stated in the Individualized Training Plan and Work Experience & Training Record;

9) permit and expect the Project Coordinator to confer with the student and on-site vocational training coordinator for reasonable periods of time on supervisory visits to the training site; and

0) give the same consideration to the student and on-site vocational training site coordinator as given to other employees in regard to safety, health, general employment conditions, and other regulations of the vocational training site;

VOCATIONAL TRAINING SITE AGREEMENT, contd.

The employer understands that at any time conditions warrant, he/she has the perogative of requesting the VOCATIONAL TRAINING SITE AGREEMENT be terminated. The employer also understands that the Project Coordinator may terminate this agreement should conditions change at the vocational training site which are not in the best interests of the student.

Employer Signature Date

Project Coordinator Signature Date

On-Site Vocational Training Coordinator Date

The Project Coordinator and All ETP Staff on Behalf of the Employability Training Project Agree To:

1) prepare an Individualized Vocational Training Plan and description of job experiences and work tasks in the Work Experience & Training Record;
2) provide for the student 1-to-1 training and supervision of the student in accordance with the Individualized Vocational Training Plan;
3) provide assistance upon request of the employer for any problems or training needs related to the student;
4) visit the student at the training site a minimum of once a month or more frequently in the event the Individualized Training Plan calls for 100% fade-out of the on-site vocational training coordinator;
5) recognize that much of the information gathered at the training site is confidential and maintain confidentiality;
6) provide for the training, supervision and placement of the student in a manner that intrudes as little as possible on the employer's responsibilities and expectations;
7) decrease the level of training and supervision provided by the Project Coordinator only as agreed upon by the employer and provided for in the Individualized Vocational Training Plan; and
8) insure students comply to all rules, regulations and safety codes at the training site.

Employer Signature Date

Project Coordinator Signature Date

On-Site Vocational Training Coordinator Date

The Student Agrees To:

1) be courteous and considerate of the employer, co-workers and others;
2) keep the employer's interest in mind and to be punctual, dependable, and loyal;
3) notify the employer, school, and on-site vocational training coordinator as soon as possible if unable to go to work and/or school;
4) keep such records of work experience and wages earned as required by the school and to submit them on or before specified deadlines;
5) conform to the policies, rules, regulations and safety codes of the employer and the school; and
6) to maintain a satisfactory performance in school and at the training site.

Student Signature Date

Project Coordinator Signature Date

On-Site Vocational Training Coordinator Date

The employer and all staff of the Employability Training Project agree to comply to applicable parts of Section 143, "Labor Standards", of the Job Training Partnership Act, P.L. 97-300 as stated in full below.

Section 143, Job Training Partnership Act: Labor Standards

"Sec. 143. (a) (1) Conditions of employment and training shall be appropriate and reasonable in light of such factors as the type of work, geographical region, and proficiency of the participant.

(2) Health and safety standards established under State and Federal law, otherwise applicable to working conditions of employees, shall be equally applicable to working conditions of participants. With respect to any participant in a program conducted under this Act who is engaged in activities which are not covered by health and safety standards under the Occupational Safety and Health Act of 1970, the Secretary shall prescribe, by regulation, such standards as may be necessary to protect the health and safety of such participants.

(3) To the extent that a State workers' compensation law is applicable, workers' compensation benefits in accordance with such law shall be available with respect to injuries suffered by participants. To the extent that such law is not applicable, each recipient of funds under this Act shall secure insurance coverage for injuries suffered by such participants, in accordance with regulations prescribed by the Secretary.

(4) All individuals employed in subsidized jobs shall be provided benefits and working conditions at the same level and to the same extent as other employees working a similar length of time and doing the same type of work.

(5) No funds available under this Act may be used for contributions on behalf of any participant to retirement systems or plans.

(b)(1) No currently employed worker shall be displaced by any participant (including partial displacement such as a reduction in the hours of nonovertime work, wages, or employment benefits).

(2) No program shall impair existing contracts for services or collective bargaining agreements, except that no program under this Act which would be inconsistent with the terms of a collective bargaining agreement shall be undertaken without the written concurrence of the labor organization and employer concerned.

(3) No participant shall be employed or job opening filled (A) when any other individual is on layoff from the same or any substantially equivalent job, or (B) when the employer has terminated the employment of any regular employee or otherwise reduced its workforce with the intention of filling the vacancy so created by hiring a participant whose wages are subsidized under this Act.

(4) No jobs shall be created in a promotional line that will infringe in any way upon the promotional opportunities of currently employed individuals.

(c) (1) Each recipient of funds under this Act shall provide to the Secretary assurances that none of such funds will be used to assist, promote, or deter union organizing.

(2) Where a labor organization represents a substantial number of employees who are engaged in similar work or training in the same area as that proposed to be funded under this Act, an opportunity shall be provided for such organization to submit comments with respect to such proposal.

(d) All laborers and mechanics employed by contractors or subcontractors in any construction, alternation, or repair, including painting and decorating, of projects, buildings, and works which are federally assisted under this Act, shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary in accordance with the Act of March 3, 1921 (40 U.SD.C 276A-276a-5), popularly known as the Davis-Bacon Act. The Secretary shall have, with respect to such labor standards, the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (15 F.R. 3176; 64 Stat. 1267) and section 2 of the Act of June 1, 1934, as amended (48 Stat. 948, as amended; 40 U.S.C. 276(c)). The provisions of this subsection shall not apply to a bona fide trainee in a training program under this Act. The provisions of section 167(a)(4) shall apply to such trainees."

Employee Signature	Date
Project Coordinator Signature	Date
On-Site Vocational Training Coordinator	Date
Union Representative	Date

Copies sent to: Employer ___ Student ___ Parent ___ School ___

JOB SITE ANALYSIS

Outline of Content

I. Agency and Position
   - A. Name of Agency
   - B. Address
   - C. Telephone
   - D. Name and Title of Person Interviewed
   - E. Type of Agency
   - F. Total Number of People Employed
   - G. Average Length of Employment
   - H. Number of Handicapped Employees

II. Job Openings
   - A. Title
     - 1. Description

III. Environmental Factors
   - A. Physical Setting
     - 1. Description of Immediate Neighborhood
     - 2. Describe Layout of Work Area
     - 3. Work Area Diagram
     - 4. Describe Location of
       - a) Break/Lunch Area
       - b) Bathrooms
       - c) Stairs/Elevators
       - d) Narrow/Crowded Areas
       - e) Emergency Exits
       - f) Stored work materials
       - g) Materials to be replenished
       - h) Machines/Tools Used
   - B. Working Conditions

     Describe conditions affecting the trainee in any of the following areas:
     - 1. Indoors/Outdoors
     - 2. Extreme Temperatures
     - 3. Temperature Changes
     - 4. Noise Level
       - a) High
       - b) Low
     - 5. Workspace
       - a) Isolated
       - b) Group
     - 6. Lighting
       - a) Bright
       - b) Dim
       - c) Adequate
       - d) Flourescent
     - 7. Distinctive Odors
   - C. Physical Demands
     - 1. Demand/Duration-Frequency/Description
       - a) Sit (chair/stool)
       - b) Stand
       - c) Walking
       - d) Kneeling
       - e) Stooping/Bending
       - f) Lifting (light/heavy)
       - g) Stair (climbing)
       - h) Other (Specify)

- D. Scheduling
  - 1. Breaks by self/others
  - 2. Punch In/Out
  - 3. Sign In/Out
  - 4. Self-monitor lunch
  - 5. Vending Machine use
  - 6. Coffee Machine use
  - 7. Bathroom use

IV. Job Requirements

- A. Work Flow
  - 1. Self-contained
  - 2. Person-to-Person
  - 3. Station-to-Station
- B. Appearance and Hygiene
  - 1. Clothing Requirements
  - 2. Shoes/Stockings
  - 3. Hairnets/hair tied back
- C. Tools/Machines Used
- D. Physical/Sensory Motor Skills
  - 1. Visual
  - 2. Auditory
  - 3. Olfactory
  - 4. Gustatory
  - 5. Haptic
  - 6. Kinesthetic
  - 7. Gross Motor
  - 8. Fine Motor
- E. Communication/Language Skills
- F. Functional Academic Skills
- G. Interpersonal Skills
  - 1. General Social Environment
    - a) General Description of Social Environment
    - b) Supervisory Interaction
    - c) Co-Worker Interaction
    - d) Probable Cooperation of Co-Workers
    - e) Training/Assistance Provided by Others
    - f) Special Employer Contingencies
- H. Previous Experience
- I. Licenses/Certificates
- J. Special Social/Vocational Skills
- K. Tests
- L. Reasons for Previous Firings/Abandonments
- M. Transportation Requirements
  - 1. Distance from Ft. Wright School
  - 2. Transportation Available
    - a) TANK
    - b) Taxi
    - c) Walk
    - d) Driven by others
  - 3. Transportation Costs

- N. Safety Procedures
    - 1. Safety Clothing
    - 2. Rules
    - 3. Safety Equipment/Devices
    - 4. Exit/escape procedures
- O. Stress Factors
    - 1. Rate of Production Requirements
    - 2. Work Accuracy Requirements
    - 3. Work (light/heavy)
    - 4. Work (consistent/varied)
    - 5. Training Time Limits

V. Supportive Skill and Other Information

- A. Related Work Preparation Skills
- B. Basic Money Management Skills
- C. Time-telling, monitoring and judgement skills
- D. Health Code Requirements
- E. Informal Consent/Legal Requirements
- F. Additional Information
- G. Job Duty Analysis
    - 1. Approximate Times
    - 2. Task Performed
    - 3. Comments

Note: This section and forms were adapted from Rusch, F.R. and Mithaug, D.E. (1980). Vocational Training for Mentally Retarded Adults: A Behavior Analytic Approach. Champaign, IL: Research Press.

COMMUNITY MOBILITY TRAINING PROGRAM

Overview

Community Mobility Training (i.e. Travel Training) has been categorized into three areas:

1) Walking as a pedestrian,
2) riding a bus (TANK)*, and
3) Following emergency procedures.

These areas have been subcategorized into the following areas:

1. Walking as a pedestrian -
    a) Walking on the sidewalk/berm,
    b) crossing controlled intersections,
    c) crossing partially controlled intersections,
    d) crossing uncontrolled intersections,
    e) following safety precautions

2. Riding a bus (TANK) -
    a) Predeparture
    b) Waiting
    c) Boarding
    d) Verification
    e) Riding
    f) Landmark Scan
    g) Stop Signal
    h) Departure
    i) Destination
    j) Wrong Stop

3. Following emergency procedures -
    a) safety zone recognition as a pedestrian
    b) following procedures when lost as a pedestrian
    c) following procedures when lost riding a bus
    d) following procedures when hurt, sick, or victimized as a pedestrian or riding bus.

Task analyses have been developed for each major category addressing each subcategory.

The implementation of the program will occur in four phases: 1) assessment in areas of pedestrian and bus riding skills, 2) community-based pedestrian training, 3) school-based travel training, and 4) community-based travel training. Students will receive training only in those areas indicated through assessment outcomes. All students will be oriented and assessed using the Community Mobility Training and Assessment Kit.

*TANK = Transit Authority of Northern Kentucky

Community-based Pedestrian Training

All students will be assessed in the community for their ability to walk safely in the community and to negotiate preselected controlled, partially controlled and uncontrolled intersections. In a case where a student's skill deficiencies may be hazardous during assessment, assessment will be waived and the student will receive the entire scope of training. All students will be trained to safely negotiate preselected intersections of all three types with increasing levels of difficulties and hazard. The types of intersections selected represent those found most commonly in the community.

School-Based Travel Training

This phase of the training program will be applied in three (3) environments, a classroom, a school bus, and a TANK bus. Students will receive an orientation to riding a bus using visual media (slides and videotape).

In the classroom setting, materials, furniture, slides and role playing will be used to simulate waiting, boarding, verification, riding, landmark scan, stop signal and departure. The task analysis developed for this setting will coincide with the task analysis developed for riding TANK in the community. After criterion is achieved in this setting the students follow the same procedures using the school bus. Again after criterion is achieved, the travel training instructor will contact TANK to request a bus be driven to school. Students will be oriented to riding the TANK bus under a controlled situation. The TANK bus driver will drive from Ft. Wright School to a preselected destination and back. Students will have been prepared to scan landmarks using slides. Students will be prompted to follow all steps listed on the task analysis for community-based transportation training.

Community-Based Travel Training

All students will receive community-based travel training. The goal will be for each student to demonstrate independent bus riding skills. Goal will have been achieved when students have independently traveled to and from two preselected destinations using a TANK bus with no errors, over four (4) consecutive days.

Emergency Procedures

Emergency procedures have been developed in cooperation with TANK authorities. Students will be trained to follow these pedestrians under a variety of conditions. Training of emergency procedures will be included within the three (3) training phases identified above.

RECORDING PERFORMANCE

During training, students' performance will be measured with respect to levels of assistance provided. Frequently, performance will be probed on all steps of a skill sequence. A probe will consist of four (4) trails of each step in a skill sequence. Probes will be administered to assess retention and generalization. Probes are scored using the Assessment Code. Probes will be administered following achievement of criterion on a regular basis.

Score Codes:
Levels of Assistance

Verbal Cue and Total Physical Assistance	7
Verbal Cue and Partial Physical Assistance	6
Verbal Cue and Model	5
Verbal Cue and Gestural	4
Verbal Cue Only	3
Self-Corrected	2
Independent/Prompted	1
No Assistance	0

X = Not Applicable
/ = No Opportunity

Assessment Code:

A = Independent correct Response
B = Assisted correct Response
C = Incorrect Response
D = No Response
X = Not Applicable
/ = No opportunity

Note: Use the Assessment Code to record student performance when using slide materials.

Crossing Partially Controlled Intersections
- Pedestrian Crossing Sign/Street Markings -

Date: ____________ Session: ____________
Trainee: ____________________ Trainer ____________________
Phase: Assessment _____ Training _____
Training Area: Walking _____ Look _____ Step _____ Crossing _____
Criterion: ____
Location: ____
Conditions: ____
Scoring Instructions: Use Levels of Assistance and Assessment Codes developed for Travel Training Program.
Time Started: ________ Time Finished: ________ Total Time: ________

AREA	TASKS/TRIALS	1	2	3	4	5	6	7	8	T	Mean
Walking	1. Walks on side of road facing oncoming traffic in residential areas										
	2. If no sidewalk, walks on berm facing oncoming traffic.										
	3. If no sidewalk, walks on berm at least 3 feet from edge of road.										
	4. Wears bright clothing when walking at night.										
	5. Avoids physical contact with other pedestrians										
	6. Avoids verbal communication with unknown pedestrians and drivers.										
	7. Visually locates pedestrian sign.										
	8. Visually locates streets markings.										
	9. Walks to curb location designated as crossing area.										
	10. Stops walking when comes to curb.										
Looks	11. Looks in front										
	12. Looks behind										
	13. Looks left										
	14. Looks right										
Steps	15. Waits for traffic turning to pass or stop.										
	16. Waits for moving traffic on road about to cross to stop or pass.										
	17. Steps off curb/berm										
Crossing	18. Stays between street markings.										
	19. Walks quickly across street.										
	20. Steps on curb/berm										
	21. Continues walking to destination.										

Crossing Partially Controlled Intersection
- Yield/Stop Signs -
Crossing Uncontrolled Intersection

Date: ________ Session: __________
Trainee: ____________________ Trainer: ______________________
Phase: Assessment _____ Training _____
Training Area: Walking _____ Look _____ Step _____ Crossing _____
Criterion: ____
Location: _
Conditions: _
Scoring Instructions: Use Levels of Assistance and Assessment Codes developed for Travel Training Program.
Time Started: _ Time Finished: _ Total Time: _

AREA	TASKS/TRIALS	1	2	3	4	5	6	7	8	T	Mean
Walking	1. Walks on side of road facing oncoming traffic in residential areas.										
	2. If no sidewalk, walks on berm facing oncoming traffic.										
	3. If no sidewalk, walks on berm at least 3 feet from edge of road.										
	4. Wears bright clothing when walking at night.										
	5. Avoids physical contact with other pedestrians.										
	6. Avoids verbal communication with unknown pedestrians and drivers.										
	7. Visually locates a corner on same side of street walking, if available.										
	8. Walks to corner										
	9. Walks to curb										
	10. Stops walking when comes to curb										
Looks	11. Looks in front										
	12. Looks behind										
	13. Looks left										
	14. Looks right										
Steps	15. Waits for traffic turning to pass or stop.										
	16. Waits for moving traffic on road about to cross to stop or pass.										
	17. Steps off curb/berm.										
Crossing	18. Walks quickly across street.										
	19. Steps on curb/berm										
	20. Continues walking to destination.										

Crossing Controlled Intersections

Date: ______ Session: ______
Trainee: _ Trainer: _
Phase: Assessment _ Training _
Training Area: Walking _ Look _ Step _ Crossing _
Criterion: _
Location: _
Conditions: _
Scoring Instructions: Use Levels of Assistance and Assessment Codes developed for Travel Training Program.
Time Started: _ Time Finished: _ Total Time: _

AREA	TASKS/TRIALS	1	2	3	4	5	6	7	8	T	Mean
Walking	1. Walks on side of road facing oncoming traffic in residential areas.										
	2. If no sidewalk, walks on berm facing oncoming traffic.										
	3. If no sidewalk, walks on berm at least 3 feet from edge of road.										
	4. Wears bright clothing when walking at night.										
	5. Avoids physical contact with other pedestrians.										
	6. Avoids verbal communication with unknown pedestrians and drivers.										
	7. Stops walking when comes to curb.										
Look	8. Visually locates pedestrian crossing light.										
	9. Watches pedestrian crossing light.										
	10. Stays on curb if light blinking "Don't Walk"										
	11. Stays on curb if light on sustained "Don't Walk"										
	12. When light on sustained or blinking "Walk" looks left for moving traffic.										
	13. When light on sustained or blinking "Walk" looks right for moving traffic.										
Step	14. Waits for turning or moving cars to stop before stepping off curb.										
	15. Steps off curb										
	16. Walks quickly across street.										
Crossing	17. Steps on curb.										
	18. Continues walking to destination.										
	19. If lights out of order, follows procedure - Partially or Uncontrolled Intersection (Use Assessment Code)										
Other											

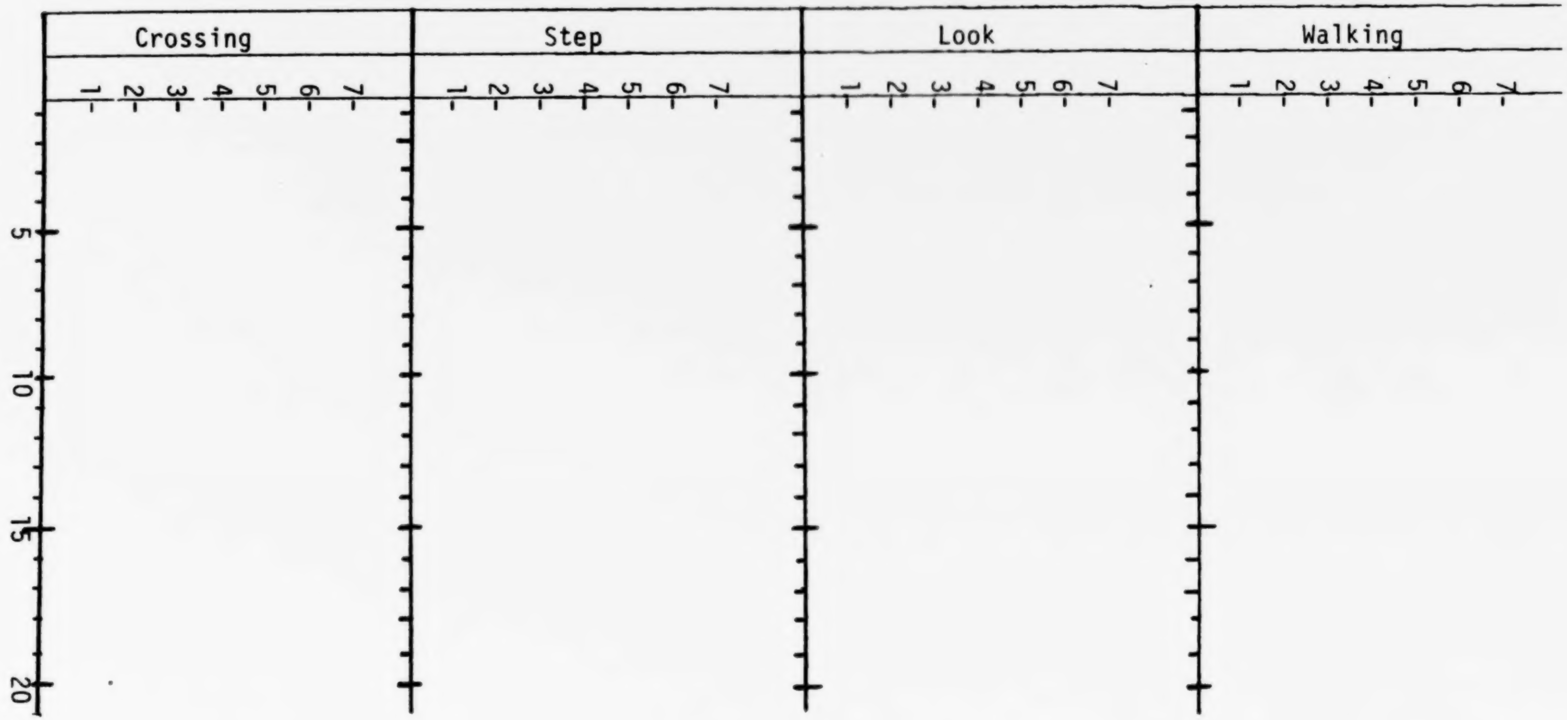
Travel Training Chart

Pedestrian Skills

Trainee: ______________________
Trainer: ______________________
Training Period: From ________ To ______
Location: ______________________
Conditions: ______________________

Total Number of Sessions: ______________
Total Training Time: ______________
Trials To Criterion: ______________
Type of Intersection: ______________

-Mean Level of Assistance-



Travel Training Program - Riding TANK

Date: _ Session: _
Trainee: _ Trainer: _
Phase: Assessment _ Training _
Training Area: Pre-Departure _ Waiting _ Boarding _ Verification _
Riding _ Landmark Scan _ Stop Signal _ Departure _
Destination _ Wrong Stop _ Emergency _
Criterion: _ _
Location: _
Conditions:
Scoring Instructions: Use Levels of Assistance and Assessment Codes developed for Travel Training Program:
Time Started: _ Time Finished: _ Total Time: _
All Areas Score: LOA Grand Total _ Total Steps Applied _
Total LOA Mean _

Training Area	TASKS/TRIALS	1	2	3	4	5	6	7	Total LOA	Mean LOA
Pre-Departure	1. Acquires fare for 1-way ride									
	2. Acquires fare for 2-way ride									
	3. Has personal I.D. on person									
	4. Has Emergency Card on person									
	5. Has correct route cards on person									
	6. Has correct destination on person									
	7. Has correct Landmark cards on person									
	8. Checks route card for correct departure time									
	9. Monitors clock to depart for bus stop at correct time									
	10. Departs at correct time for bus stop									
	11. Walks along correct path to bus stop									
	12. Observes correct procedure for crossing intersections (Score: Assessment Code)									
					Total					
Waiting	13. Waits at bus stop standing in one location or sitting on bench									
	14. Avoids all physical contact with others									
	15. Looks at bus route name and numbers									
	16. Matches name and numbers on each bus to Route Card when bus is at least one (1) block from bus stop									
	17. Identifies name and numbers on each bus that do not match Route Card									
	18. Remains at bus stop when incorrect bus stops									
					Total					

Training Area	TASKS/TRIALS	1	2	3	4	5	6	7	Total LOA	Mean LOA
Boarding	19. Identifies correct bus matching route card									
	20. Moves to 3 feet of curb when bus is within 1/2 block of bus stop									
	21. Has fare in hand before boarding									
	22. Waits for bus to come to full stop									
	23. Waits in line with boarding passengers									
	24. Waits for persons to depart before boarding									
	25. Stands at least 4 feet from bus exit to permit departing passengers room									
	26. Walks up steps of bus within 3 seconds after last person departed									
					Total					
Verification	27. Shows driver destination card									
	28. Waits for confirmation of correct bus									
	29. If driver indicates incorrect bus: a) waits next to door for entering passengers									
	b) exits bus within 3 seconds after last passenger enters									
	c) exits bus within 3 seconds if no other passengers									
	30. Walks to bus stop									
	31. Reinitiates "Waiting-Boarding-Verification sequence (steps 13-33)									
	32. If correct bus, trainee pays fare									
	33. Requests transfer									
					Total					
Riding	34. Visually locates the 1st available seat facing forward									
	35. Walks to seat holding handrails									
	36. If no seats available, walks to rear of bus holding handrails									
	37. If standing in rear of bus, faces forward holding handrail									
	38. Takes a seat when available									
	39. If seated, remains seated throughout ride									
	40. Remains quiet throughout ride									
	41. Avoids physical contact with other passengers riding bus									
					Total					

Training Area	TASKS/TRIALS	1	2	3	4	5	6	7	Total LOA	Mean LOA
Landmark Scanning	42. Looks out windows scanning for landmarks									
	43. Matches landmark to landmark cards									
	44. Turns landmark cards after locating corresponding landmarks									
					Total					
Stop Signal	45. Identifies landmark required to signal bus driver to stop									
	46. Pulls cord/pushes buzzer one/two times									
	47. Stands and walks to exit holding handrails									
	48. Stands within one foot of top step behind other passengers holding handrails									
	49. Waits for full stop prior to walking down step or pushing door									
	50. Looks out window at least once between the time standing and walking to exit to verify correct stop (if incorrect bus stop - go to 56-60									
					Total					
Departure & Destination	51. Waits for door to open prior to moving from last step, or push door handle to open									
	52. Steps off and away from bus onto curb within 3 seconds of stepping off bus									
	53. Walks to desired destination									
	54. Observes all procedures for crossing an intersection safely (Score: Assessment Code)									
	55. Enters destination immediately									
					Total					
Wrong Stop	56. If wrong bus stop, does not exit bus									
	57. If correct bus stop within 1 block, remains standing									
	58. If correct bus stop within 1 block, pulls cord/pushes buzzer at correct landmark									
	59. If distance to correct bus stop unknown, returns to original location or seat									
	60. Repeat steps 41-51									
					Total					

If lost, hurt, sick, or victimized

Training Area	TASKS/TRIALS	1	2	3	4	5	6	7	Total LOA	Mean LOA
Emergency	61. Gets on or remains on bus									
	62. Requests driver's help saying "Can you help me? I am lost/hurt/sick."									
	63. Shows driver Emergency Procedure Card									
	64. Get off bus with driver									
	65. Uses phone to contact persons listed on emergency card									
					Total					

Cover Letter to Accompany Work Evaluation Instrument

The survey on the following pages was designed to help us evaluate and improve our vocational training program for Ft. Wright School students.

Your assistance with this survey is very valuable to us. Please answer the questions to the best of your ability based on your direct experience with the student(s) and the training program.

We would like to emphasize this is not a grading system for our students and teachers. Therefore, we need to know both positive and negative factors about our program to improve it. Our students can only benefit from your honest responses.

We have tried to keep this evaluation brief and simple. However, please feel free to ask for assistance if you have any questions.

Thank you for your time and cooperation!

Work Evaluation Instrument

Student's Name: ______________________________
Date: ______________________________________
Work Site: ________________ Position: __________
Circle One: Employer Supervisor Co-Worker Trainer

ABOUT THE STUDENT . . .

Please tell us how much you agree or disagree with the statements below (circle one number): strongly agree 1 2 3 4 strongly disagree

1. The student has a good record of attendance and punctuality 1 2 3 4

2. The student has a positive attitude toward work . . . 1 2 3 4

3. The student appears as satisfied with the job as other employees on the same job 1 2 3 4

4. The student has good skills in his/her ability to:

   a. follow directions 1 2 3 4
   b. attend to and complete work assignments 1 2 3 4
   c. learn a new task quickly 1 2 3 4
   d. communicate needs 1 2 3 4

5. The student cooperates and works well with other employees 1 2 3 4

6. The student displays appropriate social behaviors . . 1 2 3 4

7. The student is accepted by the non-handicapped employees 1 2 3 4

8. The student adapts well to changes in the work schedule or work routine 1 2 3 4

9. The student adapts well to the physical layout of the workplace 1 2 3 4

10. The student works safely and displays an awareness of dangerous areas 1 2 3 4

11. The student presents more of a safety risk than do other non-handicapped employees in this work setting. 1 2 3 4

12. The student has mastered the essential aspects of the job(s) he/she was trained for 1 2 3 4

13. The student carries out the job responsibilities as well as other non-handicapped employees on the same job . 1 2 3 4

ABOUT THE STUDENT . . .

Skills considered essential for successful employment are listed below. Please rate the employee on the following 7-point scale.

Rate Interpretation

7 - Excellent - exceeds expectations for employability
6 - Very Good - exceeds most expectations for employability
5 - Good - meets expectations for employability
4 - Fair - meets most expectations for employability
3 - Satisfactory - less than adequately meets expectations for employability
2 - Poor - barely meets expectations for employability
1 - Unsatisfactory - clearly does not meet expectations for employability

1.0 Social Skills (Circle One)

1.1 Communicates Basic Needs (thirst, hunger, pain, toilet) 1 2 3 4 5 6 7

1.2 Communicates Basic Needs Receptively and Expressively (by means of verbal expression, signs, or gestures) 1 2 3 4 5 6 7

1.3 Initiates Contact with Supervisor(s) (requests help, work, feedback) 1 2 3 4 5 6 7

1.4 Interacts with Supervisors and Co-workers (complies, initiates, and returns greetings, smiles, laughs, not disruptive) 1 2 3 4 5 6 7

1.5 Grooming and Personal Hygiene (dresses appropriately, clean, neat, eats appropriately) 1 2 3 4 5 6 7

2.0 Vocational Skills

2.1 Produces at an Acceptable Level (completes all assigned tasks, completes tasks within allotted time) 1 2 3 4 5 6 7

2.2 Produces at an Acceptable Standard (completes tasks to acceptable standards alone, with someone else in a group) 1 2 3 4 5 6 7

2.3 Works Continuously (keeps busy, finds work to do, works when observed) 1 2 3 4 5 6 7

2.4 Following Directions (corrects mistakes, works faster, stops work, learns new tasks) 1 2 3 4 5 6 7

3.0 Special Considerations (Agency Recommended Additions)

	(Circle One)						
3.1	1	2	3	4	5	6	7
3.2	1	2	3	4	5	6	7
3.3	1	2	3	4	5	6	7
3.4	1	2	3	4	5	6	7

Major Strengths Not Shown Above:

Improvements Needed:

Comments:

ABOUT OUR PROGRAM . . .

	Yes	No	Not Sure
1. Before the student began working, were you told about the student's placement in any of the following ways?			
a. the student's disability	___	___	___
b. the date the student would start working . . .	___	___	___
c. the jobs the student would work on	___	___	___
d. the student's work hours	___	___	___
e. the presence of the student's teacher	___	___	___
f. your responsibilities as they related to the student	___	___	___
g. the length of the training program	___	___	___
2. From which source did you obtain most of the information about the student and the training program?			
a. your manager or supervisor	___	___	___
b. other employees	___	___	___
c. the brochure and student profile sheet	___	___	___
d. Ft. Wright School Training Staff	___	___	___
3. Did you complete a "Placement Survey" before the student began working?	___	___	___

Please tell us how much you agree or disagree with the statements below (circle one number):

	strongly agree 1	2	3	4 strongly disagree
4. The student's teacher did not interfere with my supervision or plans for the student	1	2	3	4
5. The teacher's presence did not interfere with the regular work routine	1	2	3	4

	strongly agree				strongly disagree
	1	2	3	4	
6. The teacher was effective in the following ways:					
a. instructing and supervising the student(s)	1	2	3	4	
b. communicating with other employees about the student's needs and skills	1	2	3	4	
c. stepping back when appropriate to allow the student(s) to work independently	1	2	3	4	
d. remaining sensitive to the needs of other employees and the work environment	1	2	3	4	

YOUR THOUGHTS . . .

	Yes	No	Not Sure
1. Was this your first experience with a mentally retarded person?	___	___	___
2. Did you know anything about mental retardation before?	___	___	___

Please tell us how much you agree or disagree with the statements below (circle one number):	strongly agree				strongly disagree
	1	2	3	4	
3. It was difficult communicating with the student	1	2	3	4	
4. There are several different ways of communicating with a mentally retarded person	1	2	3	4	
5. My image of a mentally retarded person has changed in the following ways:					
a. physical appearance	1	2	3	4	
b. manner of communication	1	2	3	4	
c. capabilities and skills	1	2	3	4	
d. needs	1	2	3	4	
e. behaviors	1	2	3	4	
6. At times I felt uncomfortable with the student:					
a. during break	1	2	3	4	
b. during work	1	2	3	4	
c. when the student's teacher was not immediately present	1	2	3	4	
7. At times I felt I had to "go out of my way" while working with the student by:					
a. being more patient	1	2	3	4	
b. slowing the pace	1	2	3	4	
c. trying to communciate	1	2	3	4	

strongly agree 1 2 3 4 strongly disagree

8. At times I became frustrated when:

   a. communicating with the student 1 2 3 4
   b. the student was working at a slower pace 1 2 3 4
   c. instructions had to be repeated more than once 1 2 3 4

9. Overall, my experience with this student was positive . . 1 2 3 4

10. As an employer, I would consider the following factors most valuable or beneficial when hiring a mentally retarded person:

   a. obtaining an employee who is skilled and capable . . . 1 2 3 4
   b. projecting a good public service image for the company 1 2 3 4
   c. obtaining an employee who is motivated to work and enjoys the job 1 2 3 4
   d. obtaining an employee who is dependable and may fill a job with previously high turnover 1 2 3 4
   e. complying with affirmative action laws 1 2 3 4
   f. opportunity to obtain tax credits and remibursements . 1 2 3 4

ANY ADDITIONAL COMMENTS OR SUGGESTIONS...

Evaluator's Signature ____________________ Date ____________

THANK YOU!

Note: This instrument was taken and adapted from Goros, D.L. and Kowalski-Glickman, M. (1983). Advancements: An implementation guide to a community-based vocational training program for deaf-blind youth (Project ADVANCE). Watertown, Mass: Perkins School for the Blind.

REFERENCES

Note: Capital letters in parentheses at the end of each reference indicate the type of information used in the development of the Employability Training Program. This is not necessarily the only information provided by each source nor is this list exhaustive. All of the following sources were critical to the development of the Employability Training Project. See chart at end of references.

Bates, P. and Pancsofar, E. (1983). Project EARN: a competitive employment training program for severely disabled youth in the public schools. British Journal of Subnormality, 29 (57), 97-103. (C,D)

Bates, P. and Pancsofar, E. (1981). Longitudinal vocational training for severely handicapped students in the public schools. In: R. York, D. Donder, L. Ryndak, and B. Reguli (Eds.). Proceedings from 1981 Illinois Statewide Institute for Education of Severely and Profoundly Handicapped. Springfield: Department of Special Education, Illinois Board of Education. (C,D)

Bates, P. Unpublished documents related to vocational training goals and objectives for students with severe handicaps available through the Department of Special Education, Southern Illinois University-Carbondale. (C,D)

Brown, L., Shiraga, B., Ford, A., Nisbet, J., VanDeventer, P., Sweet, M., York, J., and Loomis, R. (In Press). Teaching severely handicapped students to perform meaningful work in nonsheltered vocational environments. Madison, Wisconsin: Revised version to be published in R. Morris, and B. Blatt (Eds.). Perspectives in Special Education: State of the Art. Glenview, IL: Scott Foresman Company. (C)

Elder, J.K. (1984). Job opportunities for developmentally disabled people. American Rehabilitation, 10(2), 26-30. (E)

Ford, L., Dineen, J., Hall, J. (1984). Is there life after placement? Education and Training of the Mentally Retarded, 19(4), 291-296. (D)

Gold, M. (1980). Try Another Way Training Manual. Champaign, IL: Research Press. (E)

Gold, M. (1980). Did I Say That? Champaign, IL: Research Press. (E)

Goros, D.L. and Kowalski-Glickman, M. (1983). Advancements: An implementation guide to a community-based vocational training program for deaf-blind youth (Project ADVANCE). Watertown, MA: Perkins School for the Blind. (D)

Hill, J., Inge, K., Moon, S., Priddy, T. and Wehman, P. (1983). A curriculum resource guide for people with severe handicaps, Volume I. Richmond, VA: Rehabilitation and Research Training Center, Virginia Commonwealth University, School of Education. (E)

Lynch, K.P., Kiernan, W.E., and Stark, J.A. (Eds.). (1982). Prevocational and Vocational Education for Special Needs Youth: A Blueprint for the 1980's. Baltimore, MD: Paul H. Brookes Publishing Co. (C)

Menchetti, B.M., Rusch, F.R., and Lamson, D.S. (1981). Social validation of behavioral training techniques: assessing the normalizing qualities of competitive employment training procedures. Journal of the Association for the Severely Handicapped, 6(2), 6-17. (E)

National Information Center for Handicapped Children and Youth. (1984, January). Work and the severely handicapped: The transition for youth. Washington, D.C.: Author. (B,C)

Rusch, R.R., Schutz, R.P., and Agran, M. (1982). Validating entry-level survival skills for service occupations: implications for curriculum development. Journal of the Association for the Severely Handicapped, 7(3), 32-41. (D)

Rusch, F.R., Chadsey-Rusch, J., White, D.M., and Gifford, J.L. (1977). Programs for severely mentally retarded adults: perspective and methodologies. In D. Bricker and J. Filler (Eds.) Severe Mental Retardation: From Theory to Practice. Reston, VA: Council for Exceptional Children. E)

Rusch, F.R. and Mithaug, D.E. (1980). Vocational Training for Mentally Retarded Adults: A Behavior Analytic Approach. Champaign, IL: Research Press. (C,D,E)

Schalock, R.L. and Koehler, R.S. (1984). Ecobehavioral Analysis and Augmentative Habilitation Techniques. Hastings, NE: Mid-Nebraska Mental Retardation Services. (C,D,E)

Supported employment for adults with severe disabilities: an OSERS initiative. (1984). A policy statement by the Office of Special Education and Rehabilitation Services, Washington, D.C. (B)

U.S. Commission on Civil Rights. (1984). Accommodating the Spectrum of Individual Abilities, Washington, D.C. (A)

U.S. Department of Labor. (1977). Sheltered Workshop Study: Workshop Survey, Volume I. Washington, D.C. (A)

Wehman, P. (1983). Toward the employability of severely handicapped children and youth. Teaching Exceptional Children, 15(4), 220-224. (C,D)

Wehman, P., Kregel, J. and Barcus, J.M. (1984). From school to work: a vocational trainsition model for handicapped students. Unpublished manuscript, Richmond, VA: Rehabilitation and Research Training Center, Virginia Commonwealth University, School of Education. (C)

Wehman, P. (1981). Competitive Employment: New Horizons for Severely Disabled Individuals. Baltimore, MD: Paul H. Brookes Publishing Co. (A,C,D,E)

Wehman, P. and Kregel, J. (1984). A supported work approach to competitive employment of individuals with moderate and severe handicaps. Unpublished manuscript, Richmond, VA: Rehabilitation and Research Training Center, Virginia Commonwealth University, School of Education. (C,E)

Whitehead, C. (1979). Sheltered workshops in the decade ahead: work and wages or welfare. In G.T. Bellamy, G.O. O'Connor, and O.C. Karan (Eds.). Vocational Rehabilitation of Severely Handicapped Persons: Contemporary Service Strategies. Baltimore, MD: University Park Press. (A)

Wilcox, B. and Bellamy, G.T. (Eds.) (1982). Design of High School Programs for Severely Handicapped Students. Baltimore, MD: Paul H. Brookes Publishing Co. (C,D,E)

Will, M.C. (1984). Let us pause and reflect - but not too long. Exceptional Children, 51(1), 11-16. (B)

Will, M. (1984). Bridges from school to working life. Programs for the Handicapped, (2), 1-5.

Williams, W., Vogeslberg, R.T. and Schutz, R.P. (1977). Programs for secondary-age severely handicapped youth. In D. Bricker and J. Filler (Eds.). Severe Mental Retardation: From Theory to Practice. Reston, VA: Council for Exceptional Children. (C)

Reference Source Categories

A = Studies and statistics concerned with the unemployment rate and wages of persons with disabilities

B = Policy statements and initiatives of the Department of Education, Office of Special Education and Rehabilitative Services

C = Model competitive employment training and vocational training programs

D = Reference sources used in the development of Youth Competency Statements

E = Training methodologies for vocational/employment training programs

Chapter 12

PROGRAMS SERVING ADULT POPULATIONS

This chapter presents examples of JTPA programs that serve in-school and out-of-school youth and adults with handicaps. SDA Title IIA, Eight Percent Education Coordination Grants and other sources funded these programs. The examples provide program planners and developers with ideas of what activities and services the JTPA allows. The examples also illustrate the agency linkages that are possible in providing this population with comprehensive employment and training services.

EXHIBIT 1

JOB SPECIFIC SKILL TRAINING

Scope: Local Level

Funding Source:
SDA Title IIA

Focus:
vocational skill training

Participants:
80 JTPA eligible youth and adults

Location: Missouri

Grant Recipient:
Missouri Valley Human Resources
Corporation and West Central MO
Rural Development Corporation

Information Contact:
Gay Groves, Counselor, Special
Vocational Programs, State Fair
Community College, 1900 Clarendon
Rd., Sedelia, MO 65301-6799

Significant Features

"In our Service Delivery Area, various agencies bid for the contracts for particular JTPA programs. The contracts for Skill Training - both youth and adults - were awarded this year to Missouri Valley Human Resources Corporation in Corder, Missouri and to West Central Missouri rural Development Corporation in Appleton city, Missouri. These Community Action Agencies provide recruitment, intake, and support services for programs of Work Experience, Youth Try-Out, Job Search, On-the-Job Training, and Skill Training. State Fair Community College and Area Vocational Technical School provide the training component for youth and adults in individual referral. These students are mainstreamed into existing training classes. There are no separately maintained classes for any handicapped or disadvantaged students. We have two counselors, both with Rehabilitation Counseling degrees and backgrounds, who work with these JTPA students to ease their assimilation into the training and work to assure their successful completion. Gay Groves is the counselor who works with college level youth and adults, and Rhonda Faris works with high school youth. To date, this fiscal year, we have served 42 JTPA students in our Area Vocational Technical School and 38 JTPA students in our college program."

"Specific assessment services are provided by the school's vocational evaluation lab called Project AIM (Ability and Interest Measurement). All college JTPA students receive vocational counseling and are formally assessed as to their academic skills prior to admission. High school JTPA students were assessed as to their academic skills and need for classroom accommodations."

EXHIBIT 2

SHORT TERM TRAINING MODULES

Scope: Local Level

Location: Colorado

Funding Source:
Title IIA 8% Education Coordination Grants

Focus:
short term industry-tailored training, vocational assessment, support system, work attitudes and habits and positive self concept, employer network, employer training sites and job placement

Participants:
low functioning handicapped/disadvantaged out of school youth and adults

Grant Recipient:
Larimer County Vocational-Technical Center, 4616 S. Shields, P.O. Box 2397, Ft. Collins, CO 80522

Information Contact:
Patricia Bonazzoli, Training Coordinator, Larimer County Voc-Tech Center, 4616 South Shields, P.O. Box 2397, Ft. Collins, CO

Performance Outcomes: Proposed number to receive training 72
Proposed number to obtain part and/or full-time employment 70%

Significant Features

This program provides short-term industry-tailored training for low functioning handicapped/disadvantaged, out-of-school youth and adults. In addition to the administrative agency, Larimer County Vocational-Technical Center, the project is formally linked to the following agencies: Larimer County Employment and Training Services, Larimer County Community Corrections, Larimer County Community Mental Health and Vocational Rehabilitation. The project involves cooperation and coordination with the agencies listed above and the local employers. Six modules of instruction will be offered during the 1985-86 funding period. Based upon local business needs, these modules will be selected from food services, warehousing, sales and custodial short-term training programs.

The project's purpose is to develop "industry-tailored training". A unique Advisory Committee structure has been utilized for the pilot project. This committee has two working subcommittees. Membership and functions of each subcommittee follow.

The agency subcommittee, permanent for the entire project, is made up of representatives from Larimer County Employment and Training Services, Youth Services Bureau, Loveland Resource Bureau, Vocational Rehabilitation, Work Incentive Program, Rocky Mountain Villas, Food Stamps Job Bank, Community Mental Health and Community Corrections.

AGENCY SUBCOMMITTEE FUNCTIONS

1. Determine and administer appropriate vocational assessments.

2. Aid the development of selection criteria for program enrollees.

3. Aid the development of program expectations for enrollees.

4. Develop support system for counseling, financial assistance, transportation, etc.

5. Serve as potential guest speakers.

6. Refer potential enrollees.

7. Communicate with Employer Subcommittee.

The employers subcommittee changes with the implementation of each training program.

EMPLOYER'S SUBCOMMITTEE FUNCTIONS

1. Determine "generic" skills and attitudes for entry level positions.

2. Develop basic competency lists for employment at individual site.

3. Provide training stations.

4. Provide employment sites for successful completers.

5. Provide work stations for video-taping, shadow placements, tours.

6. Serve as guest speakers.

7. Communicate with Agency Subcommittee.

For each training program implemented, employers with current openings are secured as short-term members of the employers subcommittee. This group, with the training coordinator, determine competencies and desired work attitudes necessary for employment at their site. Additionally, the group is utilized for training sites, student and program evaluation, interviewing and employment placement for successful program completers.

Alternative resources of employment are sought by the LCVTC Job Placement Specialist, referring agency counselors, and the program coordinator.

Students must have skills, work attitudes and self confidence to succeed on the job. In addition to skill training and OJT work experiences, emphasis on attitudes, work habits and positive self concepts are an important part of the total training.

SCREENING INTERVIEW RESULTS

Applicant ______________________
Referral Agency __________________
Counselor ______________________

Does applicant fit under Federal and State guidelines for disadvantaged and/or handicapped? Yes ____ No ____

Referring Agency Assessment		LCVTC Assessment	Total Points
Motivation and desire to work in Food Services	3 - High	3	
	2 - Average	2	
	1 - Low	1	
Willingness to accept responsibility for transportation	1 - Yes	1	
	0 - No	0	
Vocational Assessment Results	3 - High Match	3	
	2 - Average Match	2	
	1 - Poor Match	1	
Availability to work	3 - All times, nights, weekends	3	
	2 - Week days only	2	
	1 - Part/time days only	1	
Pre-Budgeting Meeting	4 - Additional means of support	4	
	3 - Able to work for minimum wage	3	
	2 - Needs minimum wage plus benefits	2	
	1 - Unable to subsist on minimum wage	1	
Agency Recommendation	3 - High chance of program completion	3	
	2 - Average chance of program completion	2	
	1 - Poor chance of program completion	1	

Remarks: (Please note any scheduled conflicting times here.)

Outcome: _____ Selected for Food Services Training
_____ Recommended for alternative placement in Custodial, Warehousing or Customer Service
_____ Not selected, Barriers were:

TO: ______________________________
FROM: Patricia Bonazzoli, LCVTC Training Coordinator
RE: Program Expectations and Guidelines

Please read the following carefully and sign below signifying your understanding and agreement with the stated expectations and program guidelines.

This is a training program in Food Service. No one is guaranteed employment upon completion of this program. However, there are a limited number of employment slots available to those students who successfully complete the program and demonstrate the skills and attitudes which employers are seeking.

As a successful program completer, you:

a) will be trained in the Food Services skills required by ____ area employers.

b) will have a thorough understanding of the work habits and attitudes most desired by employers.

c) will have an opportunity to observe and participate in the working schedule of a participating restaurant.

d) will receive a Certificate of Completion from the LCVTC.

e) will, upon request, receive a letter of recommendation.

As a student trainee, you agree to:

a) participate in a pre-budgeting meeting with a referring agency counselor.

b) attend and actively participate in all classes held at Voc-Tech and at training-work stations. One excused absence will be permitted. A student may be dropped from the program after the second absence.

c) be on time for classes at LCVTC and at work-training sites. Repeated tardiness may be cause for dismissal.

d) be appropriately groomed and dressed for employment.

e) will provide referring counselor with information regarding employment resulting from this program.

f) conform to the LCVTC standards of conduct and discipline as stated on pages 25 and 26 of the LCVTC Post-Secondary Student Hand Book.

g) all stated regulations of the Practical Work Experience Student Agreement in the LCVTC Handbook of Operational Procedures - Vocational Technical Work Experience Program.

I have read and understand the expectations stated above.

Signed: ______________________________
Student

TRAINING AGREEMENT

TO:
FROM: Pat Bonazzoli, Training Coordinator
Re: On-Site Training: Memorandum of Agreement

We appreciate your willingness to be one of our on-the-job work experience supervisors. Through your action, you are making it possible for the Larimer County Voc-Tech Center to offer an extended, efficient occupational program.

The purpose of this memoranda is to emphasize the following important points:

1. LCVTC will provide Workmen's Compensation coverage for the students at the work-experience site.

2. The Work Site Supervisor will take all reasonable safety precautions to to insure safe working conditions. In case of an accident, no matter how minor, the Training Coordinator, Pat Bonazzoli, must be contacted immediately at LCVTC. If she cannot be reached, contact Glen Parkins at 226-2500, Extension 304.

3. The goal of these training modules is to develop full-time employment for program completers and to satisfy local employer needs. However, you are under no obligation to hire the student as a full-time employee after the completion of this course. Further, should you feel the individual is not capable or willing to assume the responsibilities of this training work-experience, you are under no obligation to retain the student in the training situation. Contact the Training Coordinator immediately.

4. At a training site, the student will have the opportunity to move from one job activity to another, when possible, in order to gain experience which will contribute to his/her occupational training. A cooperative plan will be devised with the LCVTC Training Coordinator and the Work Site Supervisor.

5. These training slots will not displace any other employees. Students will not be paid for this ____ to ____ hour training placement. The following students may be rotated through the employment site during the period of October ___, 1984, to November ___, 1984. Exact time slots to be jointly determined by Work Site Supervisor and LCVTC Training Coordinator.

Students

______________________________ ______________________________
______________________________ ______________________________

*indicates students who will be at your site.

We, the undersigned, are familiar with, and agree to, the above provisions.

Training Sponsor: ____________________________
Work-Site Supervisor: ________________________
LCVTC Coordinator: ___________________________
LCVTC Administrator: _________________________

EXHIBIT 3

JOB PREPARATION SKILLS, PLACEMENT AND FOLLOWUP OF "HARD-TO-PLACE" HANDICAPPED PERSONS

Scope: Local Level

Funding Source:
Title IIA 8% Education
Coordination Grants, local
vocational funds

Focus:
vocational skill development
and job placement

Participants:
15 youth with handicaps

Location: Wisconsin

Grant Recipient:
Vocational, Technical and Adult
Education District One, Eau Claire,
WI

Information Contact:
Diane Pavelski, JTPA Coordinator,
or Robert Benedict, Supervisor of
Special Needs, District One
Technical Institute, 620 W.
Clairemont Ave., Eau Claire, WI
54701-1098

Performance Outcomes:
Costs: Total $35,360 8% Funds $17,360
Cost Per Participant $1,157 Projected Placement Rate 67%
Projected Wage at Placement
Number of Participants 15 Length of Project 26 weeks
Start Date 1/2/85 End Date 6/30/85 Hours Per Week N/A
Average Length of enrollment per participant 26 weeks

Other Agencies Involved: Career Development Center
Division of Vocational Rehabilitation

Significant Features

District One Technical Institute (DOTI) is very aware of the needs of the handicapped population as demonstrated by its nationally known program for Special Education, Rehabilitation, Vocational Education (SERVE) which serves persons with mental retardation (educable) and learning disabilities by providing them with vocational occupation skills necessary for entry-level employment. This program is conducted with cooperative linkages and assistance from high school and social services personnel.

The program outlined herein is designed to give special attention to those JTPA persons enrolled in project SERVE as alluded to above. More specifically, project SERVE places approximately 75% of its graduates into meaningful employment and the remainder usually constitutes the "hard-to-place" handicapped population. This project will target that "hard-to-place" population, which is approximately 25% or 15 people. Services provided complement the DOTI's occupational skills described above and include job-seeking skills, job development, job placement, and job follow-up. The overall goal of the project is to place the "hard-to-place" handicapped JTPA youth participants into unsubsidized employment by providing 15 JTPA participants the following:

a. Individual and small group training by DOTI staff in job-seeking skills including identifying own skills, gathering personal data/writing resumes, writing letters, developing personal contacts, developing a job hunt plan, monitoring the job hunt plan, interviewing tips and interview practice.

b. Job counseling and assistance in receiving the services as stated in part "c" below.

c. The services of the Eau Claire Career Development Center (CDC). Currently the CDC has a system in place within the West Central SDA which does job development, job placement, job beginning assistance for both employee and employer, and job follow-up for handicapped clients. (These services will be subcontracted to CDC.)

This project specifically addresses the following area of the "Goals and Objectives for the Wisconsin Board of Vocational, Technical and Adult Education's JTPA 8% Education Coordination and Training Grants Projects": Goal 3, Objective C - The project will address the "hard-to-place" handicapped youth population, ages 16-21.

In addition, this project meets the priorities of the WBVTAE "Job Training Plan" by:

a. Continuing linkages with both the Department of Vocational Rehabilitation, the Career Development Center, and the high schools.

b. Serving the "hard-to-place" handicapped population

Goals and Objectives

The overall goal of this project is to place "the hard-to-place" handicapped JTPA youth into unsubsidized employment. More specifically, the objectives to be attained are:

1. Provide 15 handicapped persons with in-depth job-seeking and keeping skills.

2. Provide 15 handicapped persons with in-depth job counseling.

3. Work with employers in job development for these handicapped persons.

4. Place at least 67% of the handicapped persons in unsubsidized jobs.

5. Work with the employers and those handicapped persons placed as stated in #4 above to help ensure that they remain in the work force.

6. Place 10 "hard-to-place" handicapped persons in jobs paying at least a minimum wage.

The students are graduates of high school educable mentally retarded and learning disabled programs and represent the "hard-to-place" handicapped segment of those students enrolled in occupational skill training programs at DOTI.

Matching Funds

The sources from which funds will be used to match the JTPA 8% grant for this project will be:

Local costs including property tax, state aids, and other instructional costs	$18,000

Budget Detail

Administration

Staff Wages			
Special Needs Specialist (3% of time)	$1,050		
Federal Projects Clerk ($8.47/hr. x 1 hr./wk x 26)	220		
JTPA Clerk ($7.50/hr x 2 hrs/wk x 26)	390	$ 1,660	
Fringe Benefits @ 30%		500	
Duplicating/Printing		200	$2,360

Training

Staff Wages		
Instructor/Counselor (1/2 time)	$ 5,200	
Fringe Benefits @ 28%	1,450	
Supplies/Printing/Duplicating	250	
Contractual		
Career Development Center (15 participants @ $500)	7,500	
Other		
Training materials including computer software	600	15,000

EXHIBIT 4

COORDINATED TRAINING AND JOB PLACEMENT SERVICES FOR MINNEAPOLIS YOUTH AND/OR ADULTS WITH LEARNING DISABILITIES: PROJECT CO-SERVE

Scope: Local Level

Location: Minnesota

Funding Source:
Title IIA 8% Education
Coordination Grants

Grant Recipient:
eLDA Reading and Math Clinic
Learning Disabilities Association

Focus:
assessment, remediation, basic skill remediation, linkage with job skill training programs, and job placement

Information Contact:
Betty Aune, eLDA Reading and Math
Clinic - Learning Disabilities
Association, Inc., 2344 Nicollet
Ave. South, Ste. 300, Minneapolis,
MN 55404

Participants:
65 individuals who are learning disabled

Significant Features

SDA: Minneapolis (#10)

Cooperating Education Agencies:
Minneapolis Community College
Minneapolis Technical Institute
Minneapolis Adult Basic/Continuing Education
University of Minnesota
Augsburg College
Minneapolis Public Schools
Minnesota Employment and Training Program
Literacy 85
Minnesota Assoc. for Children and Adults with Learning Disabilities

Need: A Minneapolis Task Force that met in January 1985 cited 14 high priority problems related to the transition from school to work of handicapped youth and adults. During the 1985-86 program year, CO-SERVE will address all of the problems cited by the Task Force regarding the learning disabled population. Learning disabilities (LD) represents the largest category of handicapping conditions in this country, affecting at least 10% of the population. 75% of all secondary LD students leave high school unemployed and without plans for job training or a job. LD adults are typically either unemployed or underemployed. Most LD individuals have the potential to be productive workers, but the help they need is usually unavailable. In a survey of participants in this project's first year (1984-85), 100% of the respondents stated that the project enabled them to obtain services which were not available to them before.

Measurable Client Outcomes:

1. Sixty five clients (all participants) will have a written Individual Plan, identifying occupational and educational objectives.

2. Thirty clients will receive career counseling and/or educational and vocational evaluations to identify objectives.

3. Fifty five clients will increase their skills in reading writing, and/or math for successful entry into a traning program or the job market, with an average gain of 2.6 grade levels in reading and 1.7 in math.

4. Twenty four clients will develop learning and coping strategies and/or applied math skills for successful entry into a training program with an average of 75% mastery on post-test.

5. Forty clients will develop job seeking/keeping skills with 90% achieving placement readiness on formal and informal assessment.

6. Twenty five clients (63% of those seeking jobs) will obtain unsubsidized employment, with 85% participating in follow-up activities and 75% positive employer reports.

7. eLDA will provide placement services after June, 1986 for those clients who are not job ready during the grant period.

Indirect Services: Participating agencies will also provide:

1. Consultation with student and referring staff about assessment results, goals, classroom accommodations, and vocational options.

2. Inservice training for staff and faculty on topics related to learning disabilities.

3. Employer outreach to build awareness about learning disabilities and develop potential job and internship sites.

Direct Services: The following services are available to eligible participants.

1. Educational assessment to determine whether a learning disability exists, the nature of the disability, and the kinds of service needed.

2. Career exploration, vocational evaluations, and counseling to determine career aptitudes, interests, and occupational training goal.

3. Tutoring to increase basic skills in reading, writing, and/or math.

4. Resource lab and small group instruction in study skills and application of skills to post-secondary school learning needs (VO-PREP).

5. Individual cousneling and small group sessions in job seeking/keeping skills.

6. Job placement, internships, and mentorships.

Cooperation: In planning the proposal for this project, eLDA staff have worked with 24 staff from the 10 agencies directly involved in its implementation.

Planning Format

The format used to develop and record each student's individual plan is found on the following page.

Student Name ____________________

INDIVIDUAL PLAN

Long-Range Goals

Employment Goal ____________________
Educational Goal ____________________

*Referral Made (via CC)	Service Plan
Initial & Date ______________	--Determine career aptitudes and interests and occupational training goal.
______________	--Increase basic skills in ________________ (reading, writing, math) to a level appropriate for entrance or successful completion of ______________________ program.
______________	--Develop ______________________ (study, occupational math) skills to a level appropriate for successful completion or entry into __________________ program.
______________	--Develop job seeking and keeping skills through: ______ group ______ individual sessions
______________	--Other ____________________________________

I agree to participate in the following programs to help me to reach the above objectives:

______________	--Vocational assessment and career exploration ______with eLDA Vocational Specialist ______assessment at MTI ______both (assessment and follow-up at eLDA)
______________	--Tutoring In ____________ for 30 lessons to be reviewed ______________.
______________	--VO-PREP ____________________modules.
______________	--Job seeking/keeping group or individual program
______________	--Other specific considerations ______________

Participant signature ____________________ Date _________________
Case manager signature __________________ Date _________________

*Note: All service plan items should be cleared with referral person.

EXHIBIT 5

ABILITY AND INTEREST MEASUREMENT

Scope: Local Level

Funding Source:
Multiple

Focus:
vocational assessment

Participants:
individuals who are mentally, physically and emotionally disabled and persons who are disadvantaged

Location: Missouri

Grant Recipient:
N/A

Information Contact:
Shelia M. Sweany, M.S., C.V.E.,
State Fair Community College, 1900
Clarendon Rd., Sedalia, MO 65301-6799

Significant Features

"The Ability and Interest Measurement (A.I.M.) program has been funded since early 1980 to evaluate persons who are mentally, physically and emotionally disabled and persons who are disadvantaged. Participants have ranged in age from 14 through 71 and have been referred for vocational evaluation by school teachers and counselors, Vocational Rehabilitation, mental health counselors, Family Services, CETA, Show-Me Regional Planning, Manpower, Mo. Valley Human Resources, private industry and self-referrals. A variety of services are available: individual tests to help people to define their abilities or interests, longer, more complete evaluations to find out strengths/weaknesses and make recommendations about a future career, or measurements in a specific area for students who are not succeeding in a particular class. Industry uses these vocational evaluation services as an objective factor to help make career decisions for their employees. The program screens groups of people to help agencies decide who might best benefit from the cost of training, offering alternative suggestions for those with other talents."

"Although this program does no testing directly requested by J.T.P.A. it has evaluated some students who are funded by J.T.P.A. as part of an Electronics Class, a Health Occupations Class and a group of students identified by their counselor as Learning Disabled. Usually the evaluators are limited to tests that can be administered in one or two class periods - a short series of group ability tests and an interest test. The evaluator has interpreted the results individually to each student, given them charts and information to take home, and sent a report of the test results to their school counselor. Through the Vocational Resource Educator the evaluation program also tests adults who are returning to school at J.T.P.A. expense to help them decide what classes would be best."

EXHIBIT 6

BUSINESS SECTOR WORK EXPERIENCE FOR PHYSICALLY DISABLED STUDENTS IN THE CITY UNIVERSITY SYSTEM

Scope: Local Level

Funding Source:
Title IIA 8% Education Coordination Grants

Focus:
assessment counseling, job-seeking skills, and job placement

Participants:
physically disabled, i.e., orthopedic, visual, and hearing impaired - at least 16 years of age and enrolled in college; estimated 35 students to be served

Location: New York

Grant Recipient:
Hunter College, Research
Foundation of CUNY, 695 Park Ave.
New York, NY 10021

Information Contact:
Professor Gloria F. Wolinsky,
Hunter College, Dept. of Educational Foundations, Box 1725,
695 Park Ave., New York, NY 10021

Performance Outcomes: Six job-ready students were placed in unsubsidized positions for the summer and returned to school in the fall.

Program is not a classroom training program therefore no cost per placement figures.

Significant Features

Students accepted into the program are trained in job seeking skills which include individual assessment, job counseling, job seeking skills, resume construction and interview preparation. The program links with corporate employment interviewers for input in order to develop a level of job preparedness acceptable to the market-place. Additional program activities relate to job development, placement and follow-up in the business community. Job placement is based on students' vocational interests and reflects the vocational education cooperative education model. Employers pay student salary on the job, with academic credit earned for work performance. An additional program component offers students seminars on 1) life skills (budgeting, banking, etc.); and 2) career development/occupational information. These seminars are conducted by representatives of business-industry and the community. Seminars for college faculty address faculty expectations of disabled students and problem-solving techniques. Emphasis is given to enhancement of the faculty's awareness of the career potential of disabled students through the use of the corporate model of integrating disabled employees. A special component addresses the needs of a "core" group of students having significant vocational deficits in work habits and planning for daily independence, etc. Component provides sessions on organization of time, planning for personal needs, negotiating transportation, skills assessment, on-campus work trials and placement in a real work setting.

Chapter 13

COMMUNITY BASED ORGANIZATION PROGRAMS

In order to develop an accurate perception of the full range of possible JTPA funded services to individuals who are handicapped, one should review the accomplishments of community based organizations. These agencies provide specific sets of services to specialized clientele - often those who are most difficult to serve.

The examples provided in this chapter illustrate the breadth of imaginative ways in which community based organizations have designed JTPA funded services for individuals who are retarded, deaf, hearing impaired, seriously emotionally disturbed, blind, and multiply handicapped.

EXHIBIT 1

ARC ON-THE-JOB TRAINING PROJECT I
ASSOCIATION FOR RETARDED CITIZENS OF THE UNITED STATES, DES MOINES, IA

Scope: Local Level

Funding Source:
SDA Title IIA

Focus:
job development/job placement and on-the-job training

Participants:
25 youth with mental retardation ages 16-21

Location: Iowa

Grant Recipient:
Association for Retarded Citizens of the United States

Information Contact:
Association for Retarded Citizens,
OJT Project, Iowa Comprehensive
Manpower Services, 1216 High St.,
Des Moines, IA 50319
Renee Anderson, job developer
Paul A. Yochum, Regional Director

Performance Outcomes: The 1983-84 project enrolled 29. Twenty four (82%) entered unsubsidized jobs and 25 (86%) were positive terminations.

Significant Features

This is a formal financial agreement between Iowa Comprehensive Manpower Services Inc. (ICMS) (SDA #11) and ARC. The ARC job developer works with retarded individuals regarding intake, enrollment, job placement and followup. The job developer also develops additional on-the-job slots on an ongoing basis. In addition to reimbursement of specified expenses, ICMS provides the job developer with office space, telephone service, supplies (including photo-copies) at no cost to ARC.

EXHIBIT 2

ARC ON-THE-JOB TRAINING PROJECT II

Scope: Local Level

Funding Source:
SDA Title IIA, via the Metropolitan Association of Commerce

Focus:
job development/job placement and on-the-job training

Participants:
50 individuals with mental retardation

Location: Wisconsin

Grant Recipient:
Association for Retarded Citizens of the United States

Information Contact:
Association for Retarded Citizens On-the-Job Training Project ARC/Milwaukee, 611 East Wells St., Milwaukee, WI 53202; Cynthia Hawn, Job Developer; Connie Pukaite, Local ARC Director; Paul A. Yochum, Regional Director

Performance Outcomes: In Fiscal Year 1984, 30 people were enrolled, with 24 (80%) placed in unsubsidized jobs.

Significant Features

This is a unique contract between the ARC of the U.S. and the Metropolitan Milwaukee Association of Commerce (MMAC) utilizing JTPA Title IIA funds.

The ARC Job Developer develops jobs, places individuals with mental retardation in jobs throughout Milwaukee County, and works closely with other rehabilitation personnel. The MMAC/ARC-U.S. relationship has been in existence since 1981. Formerly, funding was provided under CETA.

EXHIBIT 3

PROJECT WORTH (WORK OPPORTUNITIES RECRUITING TUSCON'S HANDICAPPED)

Scope: Local Level

Funding Source:
SDA Title IIA; Arizona School for the Deaf and Blind

Focus:
classroom training/tryout employment

Participants:
15 multiply handicapped youth

Location: Arizona

Grant Recipient:
Tucson Manpower Development, Inc.

Information Contact:
Mary Melton, Executive Director,
Tucson Manpower Development, Inc.,
1515 East Broadway, Tucson, AZ
85719

Background Information

Tucson Manpower Development, Inc. is a community-based organization funded under the Jobs Training Partnership Act to provide employment and training serivces to economically disadvantaged and/or handicapped youth. We have been operating youth programs since 1965 and at the present time have subcontracted with Pima County Community Services Department, Employment and Training Division to operate an in-school program for handicapped youth.

Project WORTH started in the Spring of 1984 and has been funded to continue through June, 1985.

TMD, in conjunction with the Arizona School for the Deaf and Blind operated a Component from 2/1/84 to 6/30/84 called "Project WORTH" (Work Opportunities - Recruiting Tucson's Handicapped). Fifteen youth participated in a classroom training/Tryout Employment experience in the private sector. All fifteen youth had multiple handicaps. High School credit was awarded upon successful completion of the program.

At the end of the program, 13 of the youth had successfully completed the program, 6 had been hired by the Tryout Employment employer; and 3 did not complete. Youth Competencies provided the documentation for each successful completion.

We feel that this project is an excellent example of the way LEA's, government and the private sector can work together to help the handicapped youth become self sufficient and responsible members of this community.

Significant Features

Fifteen visually and/or hearing impaired youth were placed in jobs in the private sector through a "Try-Out Employment" program working 10 hours per week during the school year. In addition, these youth received classroom training to provide them with the necessary skills to obtain employment and keep this employment after high school graduation.

Time Frames

November 1	Program begins; Job development begins; Intake selection, Educational assessment
November 13	Intake completed
November 14	Classroom training begins
November 28	"Try-Out Employment" begins
December 15	First employer conference report due
February 15	Second employer conference report due
April 30	Final employer conference report due
May 2	Post-testing completed
May 4	Program ends

Methodology

Youth involved in the Project Worth Component attended a job readiness and vocational training class one hour per day at ASDB. This class provided the students with the necessary skills to seek, obtain and maintain employment.

Students were employed in the private sector ten hours per week. Job development was completed to assign these youth in areas of their vocational interest. A primary objective of this component is to create a community awareness of the resources available in recruiting Tucson's handicapped. The objective was met by actually employing the students in the private sector, thus allowing the employers to observe first hand the skills they have to offer a prospective employer.

Worksite monitoring was an on-going activity performed by ASDB and TMD.

Classroom Training Functional Competencies

	Activity	Date Achieved	Instructor's Signature
Level 1	Review of student educational/ vocational assessment		
Level 2	Prepare resume; Write letter of application		
Level 3	Apply for job		
Level 4	Prepare budget		
Level 5	List "payroll deduction" items (70% accuracy)		
Level 6	Open savings and/or checking account; labor market information complete		
Level 7	List benefits of social security system (70% accuracy)		
Level 8	List methods of money management		
Level 9	Final review of educational/ vocational assessment (noting specific achievements)		

Try-Out Employment Functional Competencies

	Activity	Date Achieved	Employer's Signature
Level 1	Will report to work 95% of the time		
Level 2	Will be punctual 98% of the time		
Level 3	Will perform job tasks (90% accuracy)		
Level 4	Will become proficient in minimum of 3 job-related tasks		
Level 5	Will not use handicap for manipulation		

	Activity	Achieved	Signature
Level 6	Will communicate effectively with employer		
Level 7	Will show initiative		
Level 8	Will work independently for two-hour time periods		

EXHIBIT 4

JTPA WORK ADJUSTMENT PROGRAM

Scope: Local Level

Location: Florida

Funding Source:
SDA Title IIA

Grant Recipient:
Goodwill Industries-Manesota, Inc.

Focus:
work adjustment

Participants:
40 chronically unemployed persons with visual, physical, and mental handicaps

Information Contact:
Bryan Weintraub, Vice President, Human Services, Goodwill Industries-Manesota, Inc., 7810 Bradenton Rd., Sarasota, FL 33580-9323

Significant Features

Sarasota County had a mid-1984 unemployment rate of 3.7 percent and Manatee County had a rate of 4.4 percent. There was a very apparent need to address the employment situation of the chronically unemployed. It was decided that those persons who had continually been shuffled from program to program and agency to agency and who had never held a real job would be the target group.

Forty chronically unemployed persons were selected and provided with vocational evaluation, work adjustment, vocational skills development, employability skills inventory and functional educational development training. The goal of the project was to place 75 percent of the clients in unsubsidized private sector employment. The project time period was from July 15, 1984 to June 30, 1985. The cost per client was expected to be $2,435 which included placement. All clients were to be out of school and 17 years of age or older.

Referrals are initiated by the JTPA Counselor to the Vice President for Human Services. Clients undergo a two week vocational evaluation. The client then begins a Work Adjustment Training Program. A typical day consists of approximately five hours on the work floor, and one hour of Adult Basic Education. Clients receive $3.35 per hour from JTPA for the five hours at the work site.

Upon successful completion of the Work Adjustment Program, the individual client meets with the Placement Committee to be considered for unsubsidized employment in the local community. The client remains on the placement caseload until placed with a 60 day followup period after placement is complete.

EXHIBIT 5

DEAF SELF-HELP, INC.

Scope: Local Level

Location: San Francisco Bay Area

Funding Source:
Governor's Discretionary
Title IIA, 5%

Grant Recipient:
Deaf Self-Help, Inc.

Information Contact:
Barrie Grenell, Deputy Director,
2891 Bush St., San Francisco, CA
94115

Focus:
job search training, counseling, job development and placement, vocational training, on-the-job training, work adjustment

Participants:
92 individuals with hearing impairments to be served, 56 to be placed during the September 1, 1984 through June 30, 1985 period.

Performance Outcomes: February 1, 1984 to June 30, 1984

Total served:	35
Entered employment:	17
Continued training:	15
Average wage	$5.60

Significant Features

Participants come from the ten Bay Area SDAs, and vocational training is purchased from other JTPA providers of private proprietary training programs. Free public training institutions are used also. The contractor provides interpreter and other support services. Some segregated training programs are set up in conjunction with the Community College system, with internships in private industry.

Service Centers are co-located with the state employment service. Deaf persons are on staff at all levels of authority. This model has the advantage of being able to tailor training to the needs of the individual and to contract with the state so that SDA geographical lines are not a barrier to participation in the program. Other strong points of the program include the following:

- Because Deaf Self-Help takes responsibility for the placement, the training program operators are not hesitant to accept referrals.

- Because the training fee paid through Deaf Self-Help is over and above any fees being received from other sources, there is a financial motivation for accepting referrals from this program.

- Deaf Self-Help is not restricted to JTPA-funded training programs. It has used private, "for profit" training institutions, free public programs where Deaf Self-Help supplies the interpreter, JTPA training programs, other non-profit training programs, and even a special all-deaf training program set up by Deaf-Self Help through the community college, utilizing a deaf teacher and internships in the private sector.

- Deaf Self-Help is able to coordinate numerous support services from the array of specialized services for deaf persons, e.g., Department of Rehabilitation, deaf counseling programs, specialists in SSI, and immigration.

- The Fact that the money comes from the State and not from individual SDAs means tht DSH participants are not bound by the residency requirements that caused great difficulty in the past.

"There is no reason why this "broker" model could not also work for veterans, ex-offenders, other linguistic subgroups, and other disabled groups as well--especially those who do not have sufficient numbers within one SDA to warrant the tremendous efforts that are needed to obtain contracts."

"The State Job Training Coordinating Council might do well to examine this concept and come up with some way to allow more secure funding for programs which serve special hard-to-serve groups and which cross over SDA lines."

EXHIBIT 6

DENVER YOUTH EMPLOYMENT SERVICE

Scope: City Wide

Location: Colorado

Funding Source:
SDA Title IIA

Grant Recipient:
Denver Youth Employment Service

Focus:
classroom training (ABE/GED), work experience, private sector tryout, on-the-job training and direct placement (not a funded activity)

Information Contact:
Katherine Saltzman, Executive Director, Denver Youth Employment Service, 1245 E. Colfax, Suite 402, Denver, CO 80218

Participants:
60 out of school youth aged 16-19, 10% are handicapped, mostly serious emotional problems, and hearing impairments.

Significant Features

Each youth is required to go through the Denver Employment and Training Admistration intake to determine eligibility and need. Assessment of economic need, educational status, job skills, work history, and barriers to employment are completed on each youth before enrollment. Depending upon the results of the assessment and Employability Development Plan (EDP), youth are tentatively assigned to an activity, pending further evaluation and training. Youth are assigned to activities as follows.

1. Classroom Training (ABE/GED): Youth who lacked basic skills necessary to compete in the job market, were unable or unwilling to attend traditional adult basic education or classes and/or indicated a desire to increase basic skills or obtain a GED.

2. Work Experience - Youth assigned to work experience included those who lacked basic skills, were handicapped, or had no significant work history. These youth often displayed a lack of self-confidence, inability to follow directions, or attitude and behavioral problems.

3. Private Sector Try-out - Youth assigned to PST usually had some work experience (through Summer Youth Programs or other summer jobs), and demonstrated some initiative and motivation to increase their earning power and skills through training.

4. On-the-Job Training - OJT was provided for the youth who were motivated, had a positive work history, and had basic skills upon which to build.

5. Direct Placement (not a funded activity) - Youth were placed directly for a variety of reasons. Some had an excellent work history and were seeking better employment; some had families to support creating an urgent need to work; others wanted to try an entry-level position which required no significant training.

Why Youth Left School

It should be noted that of the 50 youth in the program, forty cited economic reasons as directly effecting their decisions to leave school. These youth lacked both personal and economic support systems. Family problems included parental death or dessertion of the family, imprisonment of parent(s), child abuse and/or neglect, transient living, serious mental health disorders, and physical disabilities. Most of these problems had been chronic in nature and had directly effected the youths' abilities to perform mentally, emotionally, and physically. Low-esteem, apathy, depression, behavioral problems, and alcohol and drug abuse were easily observable and not uncommon in these youth.

Pre-Employment and Job Acquisition Skills Training

In order to assist youth in over-coming these barriers to employment and to help them start reaching their potential, each youth participated in a variety of pre-employment and job acquisition skills training activities. All youth receive a handbook and orientation training prior to receiving any employment training.

The training activities are designed to increase positive self-image, develop positive personal support systems, and increase basic academic, job, social, and independent living skills.

After initial intake and assessment, each youth meets individually with the counselor/monitor for assessment of basic and vocational skills, motivational level and initiative, and barriers to employment. Based upon information gathered from interviews and assessment tools, the counselor and youth develop an Employability Development Plan (EDP) and develop specific goals for achievement in the program.

The Job Developer then meets with the youth to determine specific needs for education and training. Youth requiring basic skills training (ABE/GED) are also referred to the VISTA Volunteer to test the youth's level of achievement and prepared individualized basic skills training packages for each youth.

Methods of training included individual instruction, role-playing, and modeling, as well as workshops for groups of youth.

Placement

Upon completion of pre-employment training, youth are placed in the appropriate employment activity. Each youth is interviewed by his/her prospective employer, and in the case of PST and OJT placements, these interviews are competitive. Immediately after being placed, each youth receives an orientation specific to his/her job and the expectations of the employer. The Job Developer and Monitor work very closely with the youth and employers during the first weeks of employment to ensure that any problems or barriers to success are resolved. Sessions involving problem-solving, conflict resolution, and counseling are often held during the first weeks of employment, and later if problems occurred.

The Counselor/Monitor monitors the Work Experience worksite twice each month to determine the youth's progress and evaluate the work situation. As the youth approaches successful completion of Work Experience he/she begins to meet regularly with the Job Developer to learn Job Acquisition Skills and consider positions for unsubsidized employment.

The Job Developer is responsible for regular monthly monitoring of PST and OJT worksites to ensure that youth were receiving the training agreed to in the contracts, and to ensure that youth were progressing rapidly enough to be hired on a first-hire basis upon completion of the training contract.

Follow-up

After placement of youth in unsubsidized employment, the Job Developer conducts follow-up after periods of thirty, sixty, and ninety days to determine if youth are still employed and/or if there is a need for additional services. At this writing follow-up figures for the program are not available. However, it appears that most youth are still working.

Major Accomplishments

With regard to program goals as stated in the DETA contract, Denver YES met or exceeded all goals as shown in the chart below:

Total youth referred to the program - 126 youth
Referrals to other programs - 15 youth
Placement of youth not enrolled - 13 youth
Total enrollments - 50 youth

	Contract Goals	Achieved
Classroom Training	10	14
Work Experience	20	20
OJT	10	10
PST	10	11
Direct Placement	0	6
Other Positive Terminations	15	4 (returned to school)
Negative Terminations	10	9
Total Placements in Unsubsidized employment	25	35
On Hold		2

ETHNICITY

	Plan	Achieved
Anglo	23%	20%
Black	23%	20%
Hispanic	46%	58%
Asian/Pacific Islander	4%	0
Native American	4%	2%

Other Accomplishments

The Denver YES developed inter-agency referral and networking agreements with 25 Denver Area agencies. The Denver YES was solely responsible for outreach and recruitment of clients and successful in receiving 129 youth referrals, more than double the number of positions available. Job development activities produced far more jobs than could be filled. The average placement was over $4.00/hr. A school to work transition program was developed to assist youth who were ineligible for Denver Employment and Training Administration programs who were on the waiting list to get into the program. Each youth was encouraged to make an appointment for assessment, training, and referral to job interviews. Approximately 30 youth were involved in the program, and 13 youth were definitely placed.

EXHIBIT 7

COMMUNITY BASED ORGANIZATION: TITLE IIA AND TITLE IIB

Scope: Local Level

Funding Source:
Title IIA and Title IIB,
Vocational Rehabilitation,
Developmental Disabilities
Services, and contract work

Focus:
work evaluation/assessment, job training, job seeking, job placement, and follow-up counseling

Participants:
handicapped persons 16 years of age and over (includes handicapped students from county public schools)

Location: Arkansas

Grant Recipient:
Friendship Services Center, Inc.,
P.O. Box 2109, Russellville, AR
72801

Information Contact:
Cindy Mahan, Administrator,
Friendship Services Center, Inc.,
P.O. Box 2109, Russellville, AR
72801

Performance Outcomes: 1983-84 number of clients placed in competitive employment 4 of 8
Training cost per client $3,945

Significant Features

Friendship Services Center, Inc., a non-profit corporation, offers a five-phase program to handicapped students/clients:

1. The evaluation phase helps to determine each client's adaptability to the program and to establish individual needs and deficiencies so that goals and objectives may be set. An individual client service plan is maintained and reviewed quarterly with objectives and goals of production quality, quantity and personal improvement being addressed. Annual reviews are held to determine needs and placement. Some of the methods used in the student/client vocational assessment include various work samples that involve tasks, materials, and tools identical or similar to those in actual jobs.

2. The job training phase involves sub-contract tasks obtained from local business and industry. Certification of the workshop by the United States Department of Labor allows students/clients, under a specific funding source, to be paid a commensurate wage based on the quantity of tasks performed. Some of the funding sources available include JTPA (Job Training Partnership Act) and Arkansas State Rehabilitation.

Specific job training tasks in the workshop include:

a) introduction and training for the proper usage of industrial machines and equipment such as drill press, table saw, industrial staplers, jig saw, mill cutter, radial arm saw, wood planer, welder, cutting torch and other small hand and power tools.

b) disassembly (automotive parts, telephones, and etc.)

c) assembly (automotive parts, construction and agricultural equipment)

d) metal working (drill press, automotive part salvage, and metal fabrication)

e) woodworking (production of various wood products using power tools)

f) labeling various types of containers used in industry

g) packaging (various hardware kits to be shipped with industrial products)

h) colating (books, calendars, and manuals printed by local firms)

i) work adjustment (elimination of inappropriate work behaviors, personal hygiene and grooming appropriate for work, filling out applications, interviewing, plant rules, time sheets and breaks).

The Center also offers assistance to students/clients in job training outside the workshop. With cooperation from local employers students/clients are placed in on-the-job training.

Staff personnel support students in their on-site training by helping to identify tasks and providing initial supervision. On-site training includes the following:

a) housekeeping (motels, nursing homes, and business offices)

b) horticulture and landscaping (greenhouse and lawn maintenance)

c) construction (building simple structures, remodeling, and etc.)

d) demolition (desmanteling old structures and clean-up)

e) print shop (collating, binding and stapling)

3. Job Seeking - after students/clients develop sufficient work skills, as determined by the workshop supervisor and other staff members, they enter the job seeking phase. Job seeking involves the following activities:

    a) students/clients receive assistance in signing up at the State Employment Security Division office for eligibility to participate in the TJTC (Targeted Jobs Tax Credit) program. This program is an incentive for employers to hire disabled persons by offering them a substantial tax credit allowance.

    b) the program Placement Specialist makes a concentrated effort to contact prospective employers and make them aware of job-ready clients and the advantages of hiring disabled persons.

    c) assistance is provided to a student/client in filling out a job application, if needed

    d) staff persons will accompany students/clients in actual job interviews

4. Job Placement - The ultimate goal of the Center is successful job placement of disabled persons. A staff person accompanies the placed worker through the orientation and probationary phase of employment, when necessary and permissable. To help insure successful placement, a staff person routinely visits the worker and employer.

5. Follow-Up Counseling - Weekly visits for a month to employers, students/clients, and family are made to work out problems that arise for the students/clients. After the initial period, monthly visits with all involved are made for 11 months to insure continuous success for the students/clients. Each follow-up visit or telephone contact receives documentation, routed through the Administrator or Programs for review, and becomes filed in the student file.

   Follow-up varies for individuals, as does the entire training program, depending on individual needs, yet a one-year follow-up program is planned.

   Participants receive five and one-half hours of training daily at the Center. The program consists of approximately 1,238 hours of training per year per participant.

EXHIBIT 8

TRANSITION FOR YOUTH

Scope: Local Level **Location:** California

Funding Sources:
Title IIA, Title IIB

Focus:
assessment, classroom training in two phases within a small business subsidiary context, work experience and try-out employment, and job placement

Participants:
16-21 year old youth who are developmentally disabled and soon to leave school; disadvantaged in-school youth

Grant Recipient:
Stepping Stones Growth Center,
1720 Adeline St., Oakland, CA 94607

Information Contact:
Marg Watson, Stepping Stones Growth Center, 1720 Adeline St., Oakland, CA 94607

Performance Outcomes:

Number of youth served	20
Number of placements	2-10%
Positive Terminations	16-80%
Negative Terminations (dropouts)	2-10%

Significant Features

Program Description

The project's goal is to train handicapped youth who attend a special class or school and disadvantaged in-school youth ages 16-21. This training is to occur in a mainstreamed, structured work setting for high demand entry level jobs in service occupations. The target population is 16 handicapped youth and 4 disadvantaged youth. Activities include classroom training in two phases within a small business subsidiary context. Students who are mentally retarded operate two small businesses while learning functional vocational skills that prepare them for employment.

The first is a food preparation business - "Everything Nice Catering Co." Students learn to prepare appetizers, sandwiches, salads, and baked goods. Orders are taken and filled for individuals and several Oakland restaurants and coffee shops.

The second is a janitorial/grounds maintenance program - "CleanSweep Jr." Students learn a wide range of janitorial and grounds maintenance skills both on and off site.

Non-handicapped disadvantaged youth accepted in the program learn the vocational skills and assist the teacher in a wide variety of ways. They work one-on-one with the students who are handicapped, and develop and carry out lessons under the direction of the teacher.

Training Design

Training occurs both in class and on work sites. Classroom training includes career awareness, field trips, and world of work orientation.

Food preparation training covers shopping, budgeting, nutrition, hygiene and safety, preparation, serving, clean-up, baking goods for purchase by restaurants and snack bars, and catering parties for individuals and groups.

Students in the janitorial/grounds maintenance training are taught as a crew. They learn on the job at Stepping Stones and at neighborhood sites.

Training Schedule

Group 1/Group 2 - 20 weeks (200 hours) for each group

In each group - 2 non-handicapped students
8 handicapped students
(5 in food preparation)
(5 in janitorial/grounds maintenance)

Hours: 2:30 - 5:00 p.m., daily, until 200 hours are reached
(approximately 4 months)

Length of Training

Non-Handicapped youth have 200 hours in work experience. Handicapped youth may go into group classroom training for up to 50 hours, then transfer to work experience or try out work experience in the private sector for 150 hours or more.

Hours worked in each category are flexible, since students to be trained are not known prior to enrolling in the program and need to be assessed individually. The higher skilled and more motivated students are then matched with an off-site work station in the private or public sector. As many as 3 youth enter the combination of classroom training and work experience.

Of the handicapped youth, the majority remain in classroom training for 200 hours, seven in the first phase, six the second for a total 13 youth.

Classroom training - 13
Work experience - 4
Combined classroom and work experience or tryout - 3
Total 20 youth

Additional Activities

1. Assessment week at beginning of program - job tryout, student orientation, determination of appropriate placements.

2. Job Placement Activities - resume writing, interviews, field trips to businesses which are related to job training, and job placement.

3. Staff track employment of students as directed by PIC at intervals of 60, 90, 180 days. Handicapped youth

are transitioned to adult training programs or jobs as needed.

Linkages

Linkages include: Youth Business Advisory Board, Oakland Public Schools, Special Education, Association for Retarded Citizens, Clausen House, residential facilities, Department of Rehabilitation, Regional Center of the East Bay, Alameda County Developmental Disabilities Council, Goodwill Industries, and Easter Seals.

Food Preparation Training Program

Goals include providing food services for the Center's community as well as the general public. This creates new business for the catering company, "Everything Nice", and teaches basic survival cooking skills for all involved.

The objective is to train handicapped and non-handicapped students in food services skills, community outreach and job development. Program participants work with the Senior West Oakland Nutrition Project two days a week providing fresh baked desserts for sale after their luncheon. The program has an on-going contract with a Safeway Store to do bake sales weekly or monthly. Catering contracts come in sporatically for dinners and cocktail parties. Program participants do snack preparation daily for the Center's clients, and the program trains the students in survival cooking for their own personal use.

Skills to be taught:

1. Canvassing of the immediate neighborhood and parents of center's clients for their interest in the catering services.

2. Analyzing the results of the survey, planning to meet the needs of the community.

3. Weekly planning meeting to set up a schedule of contracts and duties for each participant involved.

4. Training includes:

   a. identification of cooking utensils
   b. measuring
   c. cutting
   d. grating
   e. mixing
   f. clean-up
   g. use of the oven and small appliances
   h. safety and hygiene
   i. serving a meal
   j. decorating serving trays and tables
   k. shopping skills and comparison shopping
   l. field trips to grocery stores, produce markets, restaurants, etc.
   m. following directions
   n. dressing appropriately and developing good public rapport

Chapter 14

VOCATIONAL REHABILITATION PROGRAMS

The Job Training Partnership Act insists that all programs funded through its monies coordinate their services with organizations which provide similar or complementary services. Vocational Rehabilitation (VR) provides both similar and complementary services to eligible individuals who are handicapped.

The examples provided in this chapter illustrate how specific SDAs have funded programs operated by state and local VR offices in order to bridge gaps which would otherwise have been present in the services offered through JTPA to individuals with disabilities.

EXHIBIT 1

JOB READINESS FOR HANDICAPPED INDIVIDUALS

Scope: Local Level

Funding Source:
SDA Title IIA

Focus:
job search assistance, counseling, job development

Participants:
severely disabled post high school youth and adults

Location: Georgia

Grant Recipient:
Department of Human Resources, Division of Rehabilitative Services

Information Contact:
Ms. Yvonne Johnson, Department of Human Resources, Division of Rehabilitation Services, 138 E. Broad St., Camilla, GA 31730

Performance Outcomes: In 1983-84 31 participants were served,
18 were employed within 90 day period
4 entered employment after initial 90 day period
1 returned to vocational-technical school
8 were closed (as VR) clients but were not in employment

Significant Features

This project uses a Job Client approach to provide intensive job search assistance, job counseling, vocational exploration, job development, job retraining and pre-employment skill training with the goal of obtaining and retaining unsubsidized employment resulting in economic self sufficiency.

EXHIBIT 2

COOPERATIVE SCHOOL PROGRAM

Scope: Local Level

Funding Source:
Vocational Rehabilitation;
SDA Title IIA

Focus:
job seeking skills, on-the-job training, tryout employment

Participants:
in-school mentally retarded, learning disabled and other handicapped youth

Location: Georgia

Grant Recipient:
Division of Rehabilitation Services

Information Contact:
Wylie M. Watt, Unit Supervisor, Division of Rehabilitation Services, 1810 North Ashley St., P.O. Box 2275, Valdosta, GA 31601

Significant Features

"Basically, the Cooperative School Program (CSP) VR Counselor works with Sophomores, Juniors, and Seniors who have an IEP developed by the school. These students are diagnosed as either MR or LD. The Counselor may also work with students who have other disabilities when they are Seniors. As part of the students' course curriculum, they are required to work (in-school or in the community) on a job during school hours. Currently, the school teacher and the VR Counselor counsel with each student regarding job seeking and retention skills, but soon we will implement Job Club Classes (Job Search) through JTPA for this purpose."

"After job interests and aptitudes are determined, the VR Counselor locates a part-time job (training station as we call it) within the community. Through our JTPA program we have tried two approaches to funding part-time training with employers for in-school youth. In FY84 we used a part-time OJT program that reimbursed the employer one-half the entry wage (minimum wage or higher) for the extra expense incurred in training the student."

"However, in FY85, we chose to go with a JTPA program called Try-out Employment in which DRS pays the student the minimum wage for 250 hours of training with the employer. The intent with both of these programs is that the employer would hire the trainee without subsidy at the completion of the training program. We have had success with both programs but plan to go with part-time OJT rather than Try-out Employment in the future."

"The reason (for this change is that) with OJT the training can be for a longer period of time and the success rate must be no less than 41%. The minimum success rate with Try-out Employment is 80%. We may, in fact, achieve that with Try-out this year, but why set an extremely difficult-to-achieve goal when there are other equally good options that don't require as high a success rate. There are other problems with Try-out Employment as well."

"In addition to the above mentioned JTPA funds, our JTPA program also includes funds for full-time OJT and Classroom (Tech School) training. These may be used with in-school students as the need arises."

"The key to any successful program like this is not the money, but is the CSP VR Counselor. In my Unit, I'm blessed with two who are second to none."

EXHIBIT 3

ASSESSMENT SERVICES

Scope: Statewide

Location: South Carolina

Funding Source:
Governor's Office, Division
of Employment and Training,
Title IIA

Grant Recipient:
Vocational Rehabilitation
Department

Focus:
vocational assessment

Participants:
individuals with various handicaps

Information Contact:
Vince Rhodes, Division Supervisor,
Statewide Prog. and Facilities,
Rehabilitation Dept., 3600 Forest
Dr., P.O. Box 4945, Columbia, SC
29240

Significant Features

Vocational Rehabilitation receives JTPA funds to provide comprehensive vocational assessment services to JTPA enrollees statewide. JTPA applicants remain in assessment up to four days each. The evaluator completes a two page Assessment Summary on each applicant referred for assessment. The evaluator also chairs weekly assessment Disposition Team Meetings. Other members represent technical colleges, state employment services, and community based organizations. The team develops a plan of services, and tracks each person enrolled in a JTPA program throughout his/her involvement in that program. Monthly progress reports received by the evaluator facilitate this monitoring and enable revisions in the program, if needed.

EXHIBIT 4

JOB CLUB PROGRAM

Scope: Statewide

Funding Source:
JTPA Title IIA (adult), IIA (youth), 6% funds

Focus:
job seeking skills and job search activities

Participants:
individuals with various disabilities

Location: West Virginia

Grant Recipient:
West Virginia Division of Vocational Rehabilitation

Information Contact:
Sandra Ashley, Chief, Industrial
Relations and Employer Services,
State Board of Vocational Education
Division of Vocational Rehabilitation, State Capitol Bldg.,
Charleston, WV 25305

Significant Features

NOTE: The following description was provided by David L. Morton, Job Club Counselor/Instructor for the Charleston Office of the West VA Division of Vocational Rehabilitation, and reflects both the statewide effort and the Job Club Program features as implemented in the Charleston Office.

"Our ,Job Club', funded by JTPA is under two contracts: The Kanawha County Private Industry Council and the State Private Industry Council. There are seven Job Clubs through Vocational Rehabilitation in the state, and ours is the only one under two contracts. Our present contract with the county has us working with 100 individuals, and the state contract calls for serving 52 individuals. The Agency (Vocational Rehabilitation) is divided into districts; and we serve individuals thorugh a six-county area."

"You should know that our program is the only one serving physically and mentally disabled people in learning ways to seek employment on their own. In this regard, we serve all ages and all disabilities. We serve no one, however, who is not able to seek their own employment. if a person needs direct placement or sheltered employment, they are not a candidate for Job Club."

"We have served only seven youth so far, yet six of these seven served secured non-subsidized employment rapidly. It is interesting to note that the disabilities of these seven were either learning dysfunctions or mild mental retardation. We hope to serve more disabled youth in the near future, but we are hampered at this time from doing so for the following reasons:

1) the majority of youth in our agency caseload have severe disabilities and are not able to seek employment on their own; and

2) the funding source, especially Kanawha County Private Industry Council, will not allow us to serve youth who are in school."

"What we hope to be able to arrange is a cooperative agreement with the Board of Education to take graduating seniors immediately before graduation or shortly there after. I cannot tell you at this time if this is going to materialize."

"Our class schedule is nineteen two-week sessions a fiscal year. We schedule no more than ten participants a class; but often times, on the day a class starts, we may have five or six appear. The rest either get "cold feet" and discover that they are not ready for the expectations Job Club has for them in being willing and able to secure their own employment, or they are simply not able physically or mentally to return to gainful employment after all. Even through careful screening we cannot always anticipate deeply seated problems or anxieties of the individual until the day they are to begin."

"The enclosed curriculum outline should provide you with a good understanding of the philosophy we use in our teaching. This philosophy works, but it works only if an individual keeps going and does not stop. The only reasons we do not have a 100% success rate (we are at 60% with both state and county of those served so far) is that they stop or revert back into their old habits of doing what the majority of unemployed people do - going out and filling out applications, then going home and waiting for the telephone call that never comes."

"It is absolutely amazing to see the changes in some people over the two-week period. Their confidence level raises tremendously. They become aware that they do have something to offer an employer in terms of personality and skills, and that they do not have a "disability" because they are not seeking employment that they cannot perform."

"Also included within this package of material I am sendng you are samples of our class working papers, and the test we give them on their first day for us to determine their current level of understanding of the world of work (we give them the same test on the last day)."

Exerpts from the
CURRICULUM
for the JOB CLUB
# of the Charleston District
Division of Vocational Rehabilitation

Introduction

It is important for anyone reading or using this curriculum to be aware that this material is a basic outline of the course of events each class experiences. While there are a number of instances within the body of material that are detailed, much of the information given to participants must be delivered in an almost improvisational fashion. It is also important to consider that, depending upon the class (and no two classes are alike), some material must be given more time and energy than other portions of the curriculum.

While the day to day course material can be used by a single person seeking employment, its design is for group use and should always be used to that end. By having a group of people who are in the same situation--being unemployed, each participant sees early on that they are not alone in having to struggle in securing employment.

The majority of the material is derived from the Job Club Counselor's Manual, written by Nathan H. Azrin and Victoria A. Besalel, and commonly referred to as "the Azrin model"; however, other reference material has been incorporated (i.e. What Color Is Your Parachute? by Richard Nelson Bolles) along with a log of good old fashioned common sense which few people who are unemployed ever think to exercise. While there are enormous quantities of "how to" books and manuals on the market, the Job Club philosophy has become a proven method of success to those who apply the teachings to their job search and who do no;t quit at the first sign of discouragement. It is not an end-all or a be-all, but it works with folks who truly work at finding work, who are determined, and who possess some employment history and/or training in a skill to offer an employer. While the hoped-for end result for anyone using this method is employment, the positive parallel is that everyone learns a tremendous amount about themselves as a person: to do away with all negatives about themselves and to concentrate upon the positive qualities they possess. In essence, then, Job Club is a course in personal "sales"--of personality and character first, and skills second.

WEEK ONE
DAY ONE

I. GREETINGS:

- members (participants) of Job Club class introduce themselves by going around the room stating:

  1) name
  2) where they are from
  3) their current ideas of employment goals
  4) some examples of past employment and/or training

(staff should do the same thing to assist the group to be more comfortable with staff).

II. WHAT TO EXPECT OUT OF THE 2-WEEKS:

1) This is a "self-directed" job search program to help you find your own job. We do not get you a job. You are here because you are able to find employment yourself, or you would not be in Job Club.

2) This Job Club is a full-time job which is designed to lead you in you securing for yourself a full-time paying job.

3) You will receive:

   a) mutual support from each other and from Job Club staff leaders;
   b) a place from which to operate.
   c) a place to use the phones;
   d) typing service;
   e) techniques in telephoning and interviewing with ample practice opportunities;
   f) a place where you will learn much about yourself as a person;
   g) where you will learn correct completion of job applications;
   h) where you will build a resume which "paints a picture" of you;
   i) where you gain confidence in yourself to tackle the job search.

Benefits of the Group Process:

- feedback;
- sharing the anxiety and frustration;
- knowing participant is not alone; suffering together;
- possibility of discovering job leads for group members;
- develop a partner/buddy relationship for work within the group and for hopeful continued follow-up together after the 2-week Job Club session.

Expectations

- a personal commitment to stay with the program;
- to be on time;
- to work hard for the end result - a job;
- to show you are ready to go to work by doing everything we ask you to do
  (an example of your work)!

Tour of Building

Exercise

1) Taking the Job Club Test as a pre-test so that we can determine current level of participant's understanding.

2) Filling out a sample application so that we can determine level of participant's understanding.

All of which helps instructors
· determine any special needs of participants

- Discussion of Nature of Exercise:

  To do the best they can as if they were doing this for an employer all of which is an indication of the quality of their work.

Day Five

- continue gathering leads (examine participants' leads booklet)
- telephone practice
- interview practice
- completion of resumes for typing
- repeat anything they may not be sure of which was covered in the previous days.

For the following week: ASSIGNMENT:

- prepare for VIDEO TAPING exercise of mock interview
- dress properly (discuss dress)
- be able to answer most asked questions
- be able to discuss self convincingly

(reminder that the letters of reference must be in on the video taping day)

WEEK TWO

- video taping exercise and discussion about results with the class
- discuss THANK YOU LETTERS
- daily individual counseling as needed
- the ACTUAL telephoning process (monitored)
- going over again anything in the previous week that needs covered again
- getting the interviews; reporting in each day
- LAST DAY:
    - Job Club post test
    - go over Progress Review with each participant which is for PIC
    - go over "REJECTION SHOCK" again
    - encourage each participant to come in any and every day to use phones, etc.
    - remind them of their commitment to themselves and to us.

BUDDY'S TELEPHONE CHECKLIST

Caller's Name ____________________ Buddy's Name ____________________

Did the Caller: Yes or No

1. State his name? ___ ___ ___
2. Ask for the name of the department head? ___ ___ ___
3. Ask to speak to the person in charge by name: ___ ___ ___
4. Mention if he was referred by someone? ___ ___ ___
5. Tell the person in charge his qualifications? ___ ___ ___
6. Ask for an interview? ___ ___ ___
7. Ask for an appointment anyway? ___ ___ ___
8. Ask if the employer knew anyone else that might be hiring? ___ ___ ___ / ___ ___ ___
9. a. If so, did he ask to use the employer's name as a reference? ___ ___ ___
10. Ask if he could check back? ___ ___ ___
11. Speak clearly and understandably? ___ ___ ___
12. Record all the information on leads sheet? ___ ___ ___

Date __________

JOB READINESS ASSESSMENT

____ Job Placement ____ Job Seeking Skills ____ Job Club

____ ES Referral ____ School/Training Facility ____ OJT

I. BACKGROUND INFOMRATION

Name: ____________________ Counselor ____________________ Territory ______

SSAN ____________________ Disability ____________________

Age ________ Date of Birth __________

Address ____________________ Education ____________________

____________________ Availability ____________________ immediately

County ____________________ __________ by __________ (Date)

II. JOB READINESS CRITERIA: (Rate in all categories)

	Employment Strength	Employment Weakness	Needs Improvement but Positive Prognosis ( )
A. Adjustment to Disability	6 5 4	3 2 1	
B. Mobility	6 5 4	3 2 1	
C. Personality	6 5 4	3 2 1	
D. Supervision	6 5 4	3 2 1	
E. Motivation to Work	6 5 4	3 2 1	
F. Personal Habits	6 5 4	3 2 1	
G. Physical Aspects (Detail in Functional Limitations, Section III)	6 5 4	3 2 1	
H. Vocational Skills	6 5 4	3 2 1	

Objectives:
Significant Job Skills:
Other Work Traits:

III. FUNCTIONAL LIMITATION:

General Factors

Check ( ) only if restricted in any way. Add pertinent comments and specifics of restrictions.

Comments

( ) Standing ______________
( ) Walking ______________
( ) Sitting ______________
( ) Climbing ______________
( ) Jumping ______________

Weight Factors

Indicate maximum safe limit in lbs. and intensity: Occasionally (O); Frequently (F); Continuously (C).

	( ) No Limitation	Lbs.	Intensity
Lifting			
Carrying			
Pushing			
Pulling			

( ) Running ______________
( ) Balancing ____________
( ) Stooping _____________
( ) Kneeling _____________
( ) Crouching ____________
( ) Crawling ______________
( ) Reaching ______________
( ) Handling ______________
( ) Fingering _____________
( ) Feeling _______________
( ) Talking _______________
( ) Hearing _______________
    ( ) Ordinary Conversation
    ( ) Other Sounds ______
( ) Seeing ________________
    ( ) Depth Perception ___
    ( ) Field of Vision ___
    ( ) Color Vision ______

ENVIRONMENTAL CONDITIONS

Check ( ) only if restricted in any way. Add pertinent comments.

( ) Inside _______________
( ) Outside ______________
( ) Hot or Cold ___________
( ) Sudden Temp. Changes ____
( ) Wet, Humid ____________
( ) Dusty, Dirty ___________
( ) Noisy _________________
( ) Heights _______________
( ) Mech./Elec. Hazards _____
( ) Toxic Conditions _______
( ) Vibration _____________

Other Pertinent Remarks:

Disability Is: ____ Stable ____ Progressive ____ Improving

IV. EMOTIONAL/STRESS FACTORS:

If the factors listed below are pertinent, please make any comments which may be either favorable or unfavorable for satisfactory job adjustment:

1. Noise
2. Working Speed
3. Mechanical Hazards
4. Repetitive Operations
5. Simple Tasks, Direct Instructions
6. Variety of Tasks
7. Supervision - Degree
8. Responsibility for Decisions
9. Responsibility for Others
10. Working Alone
11. Working Around and/or With Others
12. Public Contact
13. Stresses, Pressures
14. Other Conditions/Remarks/Recommendations

V. AREAS TO EMPHASIZE IN JOB CLUB/JOB SEEKING SKILLS:

____ Communicating and Selling Self and Skills
____ Application Forms
____ Resume
____ Interviews
____ Assertiveness
____ Developing Job Leads
____ Letters of Reference
____ Contacting Employers by Telephone
____ Self Confidence
____ Other (specify)

JOB CLUB TEST

Answer these interview questions. In the space provided below, write the answer to each question. Each question is worth five points.

1. Tell me about yourself.

2. Why do you want to work here?

3. Why did you leave your last job?

4. What kind of salary do you expect?

5. Why should I hire you?

6. How much were you absent from your last job? Why?

7. How is your health?

8. When would you be available for work?

9. How would you describe yourself?

10. What did your last employer think of you?

11. Do you have any questions?

12. What are your long range goals?

These questions are multiple choice. Mark an "X" in the blank beside the correct answer. Each question is worth one point.

1. When attending a job interview, an applicant should,

___A. Wear faded blue jeans, a t-shirt, tennis shoes, not shave or bathe.
___B. Smoke, chew gum, refuse to look at the interviewer, insult the interviewer.
___C. Immediately ask about salary and fringe benefits.
__ D. Be clean shaven with a neatly trimmed beard or mustache, wear clean clothes, brush teeth and comb hair, wear clothing appropriate for a job interview.

2. When calling employers about openings, an applicant should,

__ A. Ask for the president of the company.
___B. Ask for the person in charge of hiring.
___C. Ask for them to mail you an application.
___D. Ask for a 25,000 dollar a year job with full benefits and a company car.

3. During an interview an applicant should,

___A. Lie about yourself.
___B. Hesitate for a long time when asked a question.

___ C. Forget to mention experience and education related to the job applied for.
___ D. Enthusiastically answer all questions directly outlining your experience, qualifications, your interest in the job applied for, and mention the reasons why you should be hired.
___ E. Tell the interviewer all the things you can't do if you were hired.

4. When waiting to be interviewed an applicant should,

___ A. Ask the receptionist if she would like to go out to a bar tonight.
___ B. Light up a cigar or chew some mail pouch.
___ C. Comment to employees about how dirty the building is.
___ D. Be polite to other employees, wait patiently to be interviewed, and don't do anything drastic.

5. When looking for job leads, an applicant should,

___ A. Contact friends and relatives and ask them to keep an eye open for job openings.
___ B. Check out the help wanted ads in the newspaper.
___ C. Consult the phone book yellow pages for leads.
___ D. Ask employers for job leads.
___ E. All of the above.

6. When completing a job application you should,

___ A. Write in longhand
___ B. Print neatly answering all questions.
___ C. Don't fill it out and attach a resume.
___ D. None of the above.

7. When answering an application question concerning "expected salary" an applicant should,

___ A. Write in "minimum wage."
___ B. Write "negotiable" or "standard rate for my qualifications."
___ C. Write "ten dollars per hour."
___ D. Write "as much as possible."

8. When completing a question on an application concerning any handicap or disability, you should say,

___ A. I have none which would prevent me from doing the job.
___ B. I am an ex-doper and alcoholic.
___ C. I can't work more than an hour without a break.
___ D. I am in and out of the hospital all the time.
___ E. All of the above.

9. When answering the application question "Do you have transportation to work?" you should say,

___ A. No
___ B. Sometimes
___ C. Yes, I have transportation to work and that won't be a problem.

___D. Yes, I can take the bus but I don't have any money to pay the fare.
__ E. All of the above.

10. When answering the application question, "What type of work are you applying for?"; you should answer,

___A. Anything
___B. Whatever you have.
___C. The type of work you are seeking.
___D. All of the above.

11. When listing references, you should give,

___A. Parents and relatives.
___B. Your girlfriend/boyfriend.
___C. Your drinking buddies.
___D. Someone who hates you.
___E. Someone who is not related who has a good opinion of you.
___F. None of the above.

12. When answering "Why you left your last job?" you should say,

___A. I was fired.
___B. I quit.
___C. I hated my boss.
___D. I told them to stick it.
___E. I was laid off due to the poor economy or quit to continue my education, or relocated, or left for another job.

13. A resume should include,

___A. Your name, address, phone number, work history, education, references, and other skills.
___B. Your life history, where you go to have fun, what you do in your spare time, family information.
___C. Your social security number.
___D. Awards, honors, and accomplishments.
___E. All of the above.

14. When calling an employer who doesn't have any job openings, you should,

___A. Ask if there will be any in the future.
___B. Ask if there are any openings elsewhere.
___C. Ask if you can send a resume for future consideration.
___D. Ask if someone could be fired to make room for yourself.
___E. All of the above except "D"

15. When asked "When could you begin work?" you should say,

___A. After my trip to Florida.
___B. In a couple months.
___C. As soon as possible.
___D. After I get my car running.
___E. None of the above.

The following are "True" or "False" questions. Write "T" in the blank space if you feel the statement is correct. Write "F" if you feel it is false. Each question is worth one point.

___1. An interview is a chance for the interviewer to criticize you.
___2. The interview is a chance to sell yourself to an employer.
___3. The more employers you contact, the better chance you have to find a job.
___4. You should try to make friends with the interviewer and put him at ease.
___5. If an employer tells you there are no openings, then you should never contact that employer again.
___6. When sending a resume, you should also include a cover letter.
___7. There are just no job openings out there.
___8. My previous employers would never consider hiring me back.
___9. It's impossible to get by the secretary and talk to the boss.
___10. I could never learn a new job.
___11. An application should be read before it is completed.
___12. I filled out an application, so I shouldn't call that employer about a job.
___13. You always have to have "pull" to get a job.
___14. I can't afford to take a job.
___15. When calling an employer, I should tell him about my experience.
___16. Arriving late for an interview doesn't matter.
___17. One of these days a job will just "turn up" for me.
___18. An applicant should practice giving answers to interview questions.
___19. The interview ends the moment you leave the building, not when you stop talking to the interviewer.
___20. Job hunting should be seen as a full-time job.
___21. After an interview, a thank you letter should be sent to the employer.
___22. Nobody would ever hire me.
___23. You should always give two telephone numbers where you can be reached when completing an application.
___24. Don't ever criticize previous employers.
___25. You should try to put yourself in the place of employers in order to understand what kind of employee they need to hire.

REPORT OF PROGRESS IN JOB CLUB

To:
From: David L. Morton, Job Club Instructor
For Participant:
Dates Attended: From To
Completed required 50 clock hours of program: Yes ___ No ___
(If no, reason:).

Explanation: This report outlines the various component phases of Job Club, as the participant experiences it, from first day activities to final monitoring at the completion of the 50 hour program.

PHASE I: Self Awareness (Exploration of personal goals, inventory of all skills, discoveries of positive personal qualities for self-worth recognition and confidence-building for employment search).

Evaluation:

Yes ___ No ___ 1) Difficulty understanding and processing tasks.
Yes ___ No ___ 2) Difficulty in sharing with group.
Yes ___ No ___ 3) After initial difficulty, began discovering information about self.
Yes ___ No ___ 4) Pleased with personal discoveries.
Yes ___ No ___ 5) Cooperated minimally and found tasks irrelevant.
Yes ___ No ___ 6) Cooperated, processed tasks, shared with group, and discovered much about self.

PHASE II: 30-Second Commercial (Creation of a speech about themselves as a result of information discovered in PHASE I, and presented to whole class. "Commercial" critiqued by class).

Evaluation:

Yes ___ No ___ 1) Possessed high anxiety level and refused to cooperate.
Yes ___ No ___ 2) Possessed high anxiety level but cooperated following encouragement.
Yes ___ No ___ 3) Presented speech with relative ease.
Yes ___ No ___ 4) Presented convincing "commercial".
Yes ___ No ___ 5) Presented weak "commercial".
Yes ___ No ___ 6) Looked at group while talking.
Yes ___ No ___ 7) Spoke clearly and audibly.
Yes ___ No ___ 8) Used Notes.
Yes ___ No __ 9) Received criticism well.
Yes ___ No __ 10) Found task to be meaningful.

PHASE III: Job Leads (Exploring "hidden job market" based upon their employment desires and skill/experience level).

Evaluation:

Yes ___ No ___ 1) Discovered required 10 leads daily.
Yes ___ No __ 2) Slow to develop leads due to continued poor understanding of self and task.
Yes ___ No __ 3) Had to be prompted to develop leads due to laziness or apprehension.
Yes ___ No __ 4) Developed leads readily.
Yes ___ No __ 5) Completed job lead sheets and understood task.
Yes __ No ___ 6) Shared leads with others in Job Club group.

PHASE IV: Application Form (Completing sample application forms).

Evaluation:

Yes ___ No __ 1) Understood lecture and rationale for accuracy.
Yes ___ No __ 2) Completed sample correctly and completely.

Yes ___ No ___ 3) Had difficulty answering all questions.
Yes ___ No ___ 4) Was able to print neatly and clearly.
Yes ___ No ___ 5) Careless in completing form and showed little regard for task.
Yes ___ No ___ 6) Had difficulty completing work history section in particular.
Yes ___ No ___ 7) Used "remarks" section to answer probable employer concerns or to give additional detailed information about themselves.
Yes ___ No ___ 8) Had to have application filled out for them.

PHASE V: Letters of Reference (Obtaining 3 letters of reference from known sources).

Evaluation:

Yes ___ No ___ 1) Difficulty obtaining reference letters.
Yes ___ No ___ 2) Obtained appropriate letters.
Yes ___ No ___ 3) Able to obtain letters before job search began.

PHASE VI: Resume (Composing resume based upon work in Phases I, II, IV).

Evaluation:

Yes ___ No ___ 1) Had difficulty composing resume.
Yes ___ No ___ 2) Able to "paint a picture" of themselves.
Yes ___ No ___ 3) Used knowledge gained in Phases I, II, IV½
Yes ___ No ___ 4) Had to have resume composed for them.

PHASE VII: Telephone Skills Learning (Practice and role-playing calling for interviews).

Evaluation:

Yes ___ No ___ 1) Understood philosophy and rationale for calls to obtain "informational interviews".
Yes ___ No ___ 2) Had difficulty role-playing.
Yes ___ No ___ 3) Cooperated in task and used time well.
Yes ___ No ___ 4) Was able to switch roles and put themselves in the role of prospective employer.
Yes ___ No ___ 5) Continued the mistake in asking if hiring.
Yes ___ No ___ 6) Able to convince, in role playing, an employer to grant them a "visit".

PHASE VIII: Interviewing Skill Learning and Video Tape Exercise (Role-playing actual interview on tape for class critique).

Evaluation:

Yes ___ No ___ 1) Understood rationale for correct interviewing.
Yes ___ No ___ 2) Took activity seriously.
Yes ___ No ___ 3) Possessed high level of anxiety and refused to cooperate.
Yes ___ No ___ 4) Possessed high level of anxiety but was courageous in performance.

Yes ___ No ___ 5) Able to reduce or control nervous mannerisms.
Yes ___ No ___ 6) Looked at interviewer.
Yes ___ No ___ 7) Used appropriate "Body language".
Yes ___ No ___ 8) Spoke clearly and responded to questions adequately.
Yes ___ No ___ 9) Smiled.
Yes ___ No ___ 10) Initiated conversation to aid in relaxation.
Yes ___ No ___ 11) Related positive qualities about themselves and their capabilities.
Yes ___ No ___ 12) Asked permission to call back.
Yes ___ No ___ 13) Took criticism well from group.
Yes ___ No ___ 14) Found exercise meaningful and helpful.

PHASE IX: Telephone Use (Obtaining actual interviews through telephone based upon job lead discoveries).

Evaluation:

Yes ___ No ___ 1) Possessed significant telephone "fright".
Yes ___ No ___ 2) Reticent to use phone, made excuses.
Yes ___ No ___ 3) Froze on phone and forgot what to say.
Yes ___ No ___ 4) Asked name of person hiring.
Yes ___ No ___ 5) Made mistake in asking if hiring.
Yes ___ No ___ 6) Able to obtain interview even though person called was not hiring now.
Yes ___ No ___ 7) Able to obtain interviews readily.
Yes ___ No ___ 8) Became discouraged when interviews were not granted.
Yes ___ No ___ 9) If employer stated they could fill out application, they asked to be seen anyhow.
Yes ___ No ___ 10) Made numerous calls daily and continued obtaining job leads.

GENERAL OBSERVATIONS

Yes ___ No ___ 1) Participant was ready to go to work when entered Job Club.
Yes ___ No ___ 2) Confidence was poor upon entrance but rose steadily and positively during the course.
Yes ___ No ___ 3) Participant continued to make excuses as to why they could not work ____, make telephone calls ___, get interviews ___.
Yes ___ No ___ 4) Participant overcame fact of having disability and worked diligently upon positive qualities.
Yes ___ No ___ 5) Participant had a significant rise in self-esteem and an eagerness to go to work.
Yes ___ No ___ 6) Participant worked at tasks only when prompted and encouraged in class.
Yes ___ No ___ 7) Participant was a self-starter and required little supervision.
Yes ___ No ___ 8) Participant developed understanding that finding jobs takes time and is a full-time job in itself.
Yes ___ No ___ 9) Maintained or progressed in good grooming for presenting self to employers.

Yes ___ No __ 10) Participant gives every indication that they will use skills after class if job has not been obtained in 2-week period.

Yes ___ No __ 11) Participant will need follow-up encouragement from referral source.

Yes ___ No __ 12) Participant easily discouraged and may fall back on old habits of filling out applications as job hunting, and will probably not use phone to make contacts.

OTHER OBSERVATIONS:

Yes ___ No __ 1) Attendance good; attended daily.

Yes ___ No ___ 2) Punctual in arriving to class.

Yes ___ No __ 3) Completed examination (test) of class material successfully.

Chapter 15

OTHER FEDERALLY FUNDED PROGRAMS

The funds which implement most employment training, vocational rehabiliation, or education initiatives percolate to the state or local levels before being disbursed to specific organizations. There are a limited number of exceptions.

This chapter provides examples of employment training for handicapped individuals which were funded directly to service providers by the U.S. Department of Labor and the U.S. Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration. Several of the agencies conducting these programs at the local level have also tapped JTPA resources in order to design a comprehensive spectrum of vocational services for individuals with disabilities.

Regardless of their funding sources, these programs can provide the reader with a wealth of ideas which could be applied to other career/vocational programs which serve persons who are disabled.

EMPLOYMENT AND TRAINING PROJECTS FUNDED DIRECTLY BY THE U.S. DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES ADMINISTRATION: "PROJECTS WITH INDUSTRY"

As described by Walter Devins, a project officer for Projects with Industry in the Rehabilitation Services Administration, Projects with Industry (PWI) have brought a new dimension to the State-Federal Vocational Rehabilitation Program by involving private industry in the rehabilitation process.

A PWI is composed of three essential elements: a linkage to the private sector, a training site, and a source of candidates for services. The advisory council represents the linkage to business/industry. The training site is generally a rehabilitation facility. The state Vocational Rehabilitation agency certifies the status of individuals with handicaps and their eligibility for services.

The rehabilitation community is charged with providing disabled individuals with training and necessary supportive services. Projects with Industry, as one focus of this mission, have evolved into three slightly different approaches:

1. The Job Placement Model. Through job matching, employment is found for already qualified disabled people.
2. The Work Adjustment Model. This approach provides participants with temporary, realistic work experiences and job seeking skills.
3. The Skill Training Model. This approach offers severely disabled people the opportunity to acquire new technical skills required for available job openings.

Under each model, alone or combination, the emphasis on unsubsidized job placement is paramount.

In Fiscal Year 1984, the funding for Projects with Industry was $13 million. Program inception started with three projects. Now there 98, with more than 100 additional projects operating under other funding. Some projects are national in scope while others have developed networks of several sites to meet the needs of local areas. More than 5,000 companies are involved, ranging from large corporations to businesses with only two or three employees.

The examples which follow illustrate each of the three major PWI approaches: job placement, work adjustment, and skill training.

EXHIBIT 1

HANDICAPPED PLACEMENT PROGRAM

Scope: National

Grant Recipient:
Human Resources Development Institute

Information Contact:
Rod DuChemin, Asst. Dir., Human Resources Development Institute, AFL/CIO National Office, 815 16th St., N.W., Washington, DC 20006

Document:

Letters and supporting documents
from Rod DuChemin dated 1/26/84 and 11/5/84

Significant Features

Since 1977, the AFL-CIO Human Resources Development Institute (HRDI) has administered a Handicapped Placement Program under a Projects with Industry (PWI) grant designed to apply the resources of the American labor movement in expanding training and employment opportunities for disabled individuals. During the past eight years, the program has placed over 2,800 individuals. For the past three years, the average hourly wage has exceeded $6.00 for all placement, and $7.35 for union placements.

The HRDI Handicapped Placement Program was initiated by AFL-CIO Executive Council resolution in 1977. With this mandate, the Human Resources Development Institute obtained a Projects with Industry grant to serve two purposes: first, to provide national technical assistance to unions and other labor organizations regarding the rehabilitation and employment of disabled workers; and second, to operate four local job placement demonstration projects, currently located in St. Paul, Minnesota; Houston, Texas; St. Louis, Missouri; and Baltimore, Maryland. The program currently operates under a renewal grant from the Department of Education for the period of July 1, 1985 through September 30, 1986.

HRDI's Scope of Work under the current Projects with Industry grant outlines the following objectives:

1. To develop union jobs in which persons who are disabled can be placed with emphasis on permanent, well-paid employment;

2. To develop training programs to enable persons who are disabled to obtain entry level jobs or upgrade their skills;

3. To work with community rehabilitation agencies in recruiting applicants and developing appropriate training;

4. To recruit disabled veterans through contacts with local disabled veterans organizations and other groups, and to develop appropriate jobs and training for disabled veterans including entry into apprenticeship training;

5. To locate jobs for unemployed union workers who are disabled in cooperation with the local AFL-CIO community services representatives;

6. To encourage employers and unions to adapt jobs and training to the special needs of workers who are disabled;

7. To develop on-the-job training contracts with local Private Industry Councils, vocational rehabilitation and others;

8. To coordinate input on the local and national levels from various labor, rehabilitation, education and consumer agencies. In each of the Handicapped Placement Program cities, a local advisory committee has been established to provide input and insure that the placement objectives are met. A national advisory committee has also been established. It includes representatives from the AFL-CIO Civil Rights Department, Community Services, Education, Legislation, Organization and Field Services, as well as public and private rehabilitation representatives in order to identify and discuss broader issues.

The Handicapped Placement Specialist in each city is called upon to fill many roles and answer many needs on behalf of the program's clients. He or she is involved in resource development, client job readiness development, labor market analysis, referral and placement, job analysis and development, client adjustment, and followup.

HRDI has also developed a short-term program to train state federation personnel as well as local union officials about vocational rehabilitation. The same program trains vocational rehabilitation officials about organized labor. The goal of this training is to create mutual awareness and cooperation between vocational rehabilitation and organized labor in order to address the employment problems of the disabled.

EXHIBIT 2

JOB PATH PROJECT

Scope: **Local Level**

Grant Recipient:
Vera Institute of Justice

Document:
Letter and supporting documents
from Carol A. Casazza 2/1/84

Information Contact:
Carol A. Casazza, Assistant to
the Project Director, Job Path
Project, Vera Institute of Justice,
22 W. 38th St., New York, NY 10018

Performance Outcomes: Job placement rate 70%

Significant Features

Job Path is a project of the Vera Institute of Justice and its PWI project provides participants with real work experience and a carefully designed support system which we call "supported work". Prior to entering PWI, participants receive preliminary work experience on a low stress public sector worksite.

Most Job Path trainees are mildly to moderately retarded, learning disabled, hearing impaired or have well-controlled epilepsy, but the approach we call "supported work" applies to other groups also.

Recognizing the importance of real work, not "make-work," Job Path initially places trainees in low stress public or non-profit sector organizations (e.g., government agencies, colleges, hospitals). Trainees work a 35-hour week and receive the minimum wage, while learning entry level skills or more advanced work, depending on their ability.

A training consultant visits each site at least twice a week, providing professional services to Job Path participants and their supervisors. Trainees typically need help in acquiring job skills and in demonstrating good work behavior and appropriate socialization; supervisors often need assistance in recognizing the capabilities and needs of disabled workers and in determining what can - and should - be expected of them. Training consultants help supervisors balance patience with firmness and encourage them to give trainees regular evaluation and feedback.

For further support, trainees receive one hour each week of individual counseling and participate in a weekly peer group meeting. After three months, many participants are ready for Phase II, which entails moving to more challenging training sites, usually in the private sector. Trainees who are not yet ready remain on low-stress sites.

The same support system continues in Phase II, which also typically lasts for about three months, although the pace is individualized. Group meetings now focus on interviewing skills, application forms, and the like.

The final phase of the program, "follow-up" begins when a trainee is hired. A training consultant continues to offer support services on a gradually reduced basis over the course of a year and a "New Employees" group meets after working hours. Job Path attributes its job retention rate to its follow-up component. Over 72% of the trainees who enrolled in Job Path between 1978 and 1983 were hired, and 70% of these new employees have retained their jobs for at least a year.

Job Path does receive support through the Job Training Partnership Act. This helps to defray the portion of participant wages paid for training in the public sector (pre-PWI) as well as the salaries of program staff who provide services to participants in both phases of the program.

EXHIBIT 3

ELECTRONICS INDUSTRIES FOUNDATION PROJECT WITH INDUSTRY

Scope: National

Grant Recipient:
Electronic Industries Foundation

Document:
Letters from Carol A. Dunlap
dated 1/16/84 and 11/6/85

Information Contact:
Carol A. Dunlap, National Project
Director, Project with Industry,
Electronic Industries Foundation,
2000 Eye St. N.W., Washington, DC
20006

Significant Features

EIF's Project with Industry is a nationwide program aimed at facilitating employment of disabled persons. Launched in 1977, and supported in part by the U.S. Department of Education and the U.S. Department of Labor, the project includes a network of nine area offices: Redondo Beach, CA; Sunnyvale, CA; Boston; Minneapolis; Chicago; Phoenix/Tucson; and Philadelphia. The Philadelphia office also serves southern New Jersey while an office in Wilmington serves Delaware. Affiliated programs started by EIF with the leadership of the insurance industry also operate in Omaha and Lincoln, NE.

The EIF/PWI area offices are usually staffed by a program director, one or more employment specialists and a secretary. Their mission is to match qualified disabled applicants with job openings. The job matching process takes place in the following way: disabled applicants are referred to the area offices by a wide variety of community organizations, such as state and private rehabilitation programs, vocational schools, hospitals, veterans organizations, etc. At the same time, job openings are referred to the area offices by electronic as well as other participating companies. Openings may include such positions as electronic assembler or technician, engineer, computer programmer or operator, secretary, clerk, bookkeeper, accountant, metal fabricator, and others. When an applicant's qualifications match the requirements of a job opening the area office forwards the applicant's resume to the appropriate company, and if the company is interested in the applicant, an employment interview is scheduled. EIF/PWI employment specialists follow up on each interview to monitor results.

In addition to making the best possible match between job openings and prospective employees, another EIF/PWI goal is to improve overall employment opportunities for disabled persons by:

- providing consultation to employers regarding the use of assistive devices, job modifications, and other accommodations for disabled employees;

- educating employers about attitudinal and architectural barriers faced by disabled individuals in the workplace; and

- informing community organizations and rehabilitation service providers of labor market trends.

Industry leadership makes the program unique and ensures the program's success. A National Advisory Council, composed of industry executives and other prominent individuals, provides advice and counsel at the national level. An Executive Board and an Employment Committee, made up of key people from local companies and community organizations provide direction and support to each area program. In some cases Training Committees have also been formed to develop skill training programs, or modify existing ones, so that disabled individuals are better prepared to enter the competitive labor market. As of August, 1985, this project has helped 3,784 qualified disabled people find competitive employment.

EXHIBIT 4

GOODWILL INDUSTRIES OF FORT WORTH PROJECT WITH INDUSTRY

Scope: Local Level

Recipient:
Goodwill Industries of Fort
Worth, Inc.

Information Contact:
Loveta M. Eastes, PWI Coordinator/
Placement Specialist, Goodwill
Industries of Fort Worth, Inc.,
P.O. Box 1408, Fort Worth, TX
76101

Significant Features

Goodwill Industries of Fort Worth has had a Projects with Industry Program since 1978. The PWI Advisory Council was instrumental in setting up GWI's food service, janitorial and clerical training programs. The council continues to review and advise Goodwill's staff on training and placement. GWI finds assessment of services an on-going need as the job market changes, and as it competes with other agencies in the community for client referrals.

During the 7 years GWI has had a Projects with Industry program, it has placed 449 clients into competitive employment with an 80% retention rate. For the report period ending 9/29/84, 80 clients were placed at a cost of $625 each. The clients were employed by 66 different firms.

The advisory council is composed of approximately 24 business people from a variety of firms in the community. From time to time subcommittees are activated to work on areas of current need. Some of these areas have included public relations, job placement, clerical, food service, janitorial services, recruitment of PWI members, and investigation of electronic assembly training program.

The bulk of the job placements does not occur in the businesses represented on the advisory council, but the council members provide the business perspective so keenly needed in rehabilitation.

GWI of Fort Worth also offers educational, medical, evaluation, personal and social adjustment training in addition to job readiness and job placement services. The evaluation department has a contract to assess clients for select JTPA programs. Goodwill served the following JTPA clients through assessment and evaluation: 449 from 10/1/83 through 6/30/84, 425 of whom completed the assessment; 376 from 7/1/84 through 12/31/84, 335 of whom completed the assessment.

EXHIBIT 5

ON-THE-JOB TRAINING PROJECT

Scope: National

Funding Source:
U.S. Department of Labor

Recipient:
Association for Retarded Citizens
of the United States

Document:
Final Report for Program Year 1983-84

Information Contact:
Michael W. Stumbaugh, National
Project Director, On-the-Job
Training Project, Association for
Retarded Citizens of the United
States, 2501 Avenue J., Arlington,
TX 76011

Significant Features

The Association for Retarded Citizens of the United States (ARC), during the 12-month period beginning December 1, 1982, addressed the vital challenges associated with seeking to fulfill the goal of full employment of citizens with mental retardation via an innovative project designed to provide on-the-job training services to 1178 persons with mental retardation located throughout the nation.

The original goal of the ARC projected that a minimum of seventy-five percent (883) of these persons would successfully complete their training and continue as regular employees of the businesses that provided their training.

The major objective of the program was accomplished utilizing the services of a cadre of trained vocational experts employed by the ARC. The services of twelve Regional Directors, each of whom are responsible for a minimum of three and a maximum of six states, were required to accomplish the project's objectives. Each of these persons worked through established networks of vocational rehabilitation professionals, special educators and volunteer ARC members to meet the goals of this project. A full description of these "networks" is contained later in this report.

The area of employment has been designated as a major priority by the ARC and other voluntary agencies serving disabled constituencies.

The value of workers with mental retardation has been amply demonstrated in both the public and private employment sector. For example, as early as 1968 a study cited by the President's Committee on Mental Retardation found that the approximately 5,000 persons with mental retardation employed by some 40 federal agencies received a higher percentage of outstanding performance ratings than other government workers. Specifically, the study found that supervisors of retarded workers rated these employees as follows:

- Ninety three percent mastered jobs successfully.
- Ninety two percent were consistently on time for work.
- Eighty five percent had superior attendance records.

- Ninety four percent had good relations with their supervisors.

- Ninety five percent had good relations with their fellow workers.

By the same token, a 1974 survey conducted by the W.T. Grant Company revealed that supervisors in 93 of its stores rated 85% of their handicapped employees as "good" to "excellent."

More recent studies continue to illustrate the work capabilities of handicapped workers. For example, in 1981, Brickey and Campbell found that persons with mild and moderate retardation, when given the necessary on-the-job training, could successfully perform the job duties associated with a number of positions in the fast-food industry. Job turnover at 15 company-owned McDonald's Restaurants was reduced from 175 percent to 41 percent. If full-time employment had been available, the turnover rate would have been further reduced to a level of 24%.

Further, a 1982 survey conducted by the E.I. duPont de Nemours & Company, a firm which currently employs 2,745 handicapped individuals, found that supervisors rated these individuals superior to non-handicapped workers in the areas of safety and performance of job duties. Additionally, 85% of the disabled employees were rated average or above in the area of attendance.

In spite of the demonstrated ability of handicapped individuals to do the job as well as non-impaired workers, their employment needs across the country are not being met. Only about 37 percent of handicapped people ages 17-64 are employed, compared to 69 percent of the total population in that age group (duPont, 1982).

The following section describes a partnership-type approach through which resources from the federal level were matched with those from the private sector in order to increase employment opportunities for persons with mental retardation. The project utilized federal funds augmented by private monies to provide on-the-job training opportunities to 1843 handicapped individuals - some 665 more than the grant objective.

Outreach/Recruitment/Assessment

As stated above, the project enrolled 1843 individuals with mental retardation into on-the-job training throughout the United States. All trainees were judged to "work-ready" by vocational rehabilitation specialists. The majority of persons served fell within the mild to moderate range of retardation. However, an exerted effort was made to involve persons with more severe handicapping conditions.

Of the 1843 handicapped individuals enrolled, 1299 successfully completed their training and entered into unsubsidized employment.

As a major step toward increasing job openings for individuals with mental retardation, the ARC has conducted, for the past 17 years, this On-the-Job Training Project through funding from the U.S. Department of Labor. The project has proven to be an extremely successful one, resulting in the placement of over 33,000 mentally retarded persons in a wide variety of competitive job settings throughout the country. It should be noted that periodic studies indicate that approximately 80 percent of these individuals successfully complete their training and enter the world of competitive employment.

During its seventeen years of operation, the project has evolved significantly. Begun in 1967 with a small grant from the Department of Labor, the project has grown to be the major DOL national program aimed at providing needed training to the country's retarded citizens. The project is currently making the transition from funds provided under the Comprehensive Employment and Training Act to those administered under the new Job Training Partnership Act (JTPA).

In addition to the twelve regional offices mentioned above, the project operated out of nine additional state and local offices. These offices were staffed by job development specialists whose duties are confined to job development and placement activities in their local areas. Funds for these nine "satellite" offices were provided by federal funds administered by state and local government agencies.

To help the reader to understand the operation of the project, one office will be used as an example. The office located in the Baltimore, Maryland area is staffed by a vocational rehabilitation professional, Terry Bullinger, and a secretary. Mr. Bullinger is responsible for the development of services in a four state area (Delaware, Maryland, Pennsylvania, and the District of Columbia).

In addition, Mr. Bullinger has been granted local funds from the Mayor's office, City of Baltimore, and New Castle County (Delaware). These monies provide funds to cover administrative costs associated with three job developers and one secretary.

Mr. Bullinger has also received funds from a private Delaware foundation to be used exclusively for the funding of training of individuals with mental retardation. These funds were secured by the active involvement of the Delaware state ARC.

The Baltimore office uses these sources of funds (in addition to national DOL monies), combined with "matching" private monies from individual businesses to secure training for some 310 retarded individuals. The positions are secured through the general job development efforts of Mr. Bullinger augmented by face-to-face type placement activities of his job developers and himself.

In the area of general job development, Mr. Bullinger has "developed" a network of professional rehabilitation specialists who refer job-ready individuals to the project. The professionals include staff of state and local rehabilitation offices, public schools, sheltered workshops and state and local ARC units.

The above discussion is, as mentioned, an illustration of twelve such offices that are currently in operation throughout the nation.

As the reader will note from the above example, the responsibility for screening and evaluation lies with the referring agency. It should be understood, however, that each of the Regional Directors closely monitors the process. In addition to tests and other screening techniques and methods utilized to determine each of the client's needs, aptitudes and occupational strengths; the project requires evidence that a comprehensive evaluation of the participant's intellectual and adaptive behavioral functioning has been performed. This is necessary to certify that the person is mentally retarded and therefore eligible for the ARC's program.

The project also requires that preemployment planning be performed by the referring agency. All clients must be judged job-ready by the placement person prior to enrollment in the project.

Training

The only type of training operated by this project was on-the-job training. The OJT Regional Directors, under the guidance of the National Project Director, developed on-the-job training agreements with qualified businesses located throughout the United States.

To qualify as a training site the employer must agree to provide on-the-job training in his/her place of business to work-ready individuals with mental retardation. The agreement clearly specified the responsibility of both the ARC and the private employer. The outline for training, specific to the occupation, was included. The ARC agreed to pay OJT training costs equal to one-half the entry wage during the first 160 hours of training and one-fourth during the next 160 hours (for a total of 320 hours). The employer, in turn, matched this funding, agreeing to pay 50 percent of the wages during the first 160 hours and 75 percent during the final 160 hours of training. All employers were required to pay at least the federal minimum wage.

An example of this "matching" arrangement follows:

- Entry wage - $3.35 (federal minimum wage)
- Gross pay to trainee - $1,072.00
- ARC's share - $402.00
- Private Sector Share - $670.00

Thus, the employer assumed 62.5% of the training cost with the federal share equal to 37.5%.

Following either completion of training or early termination, the employer submitted a time and attendance (T&A) record to project staff. This document was signed by the employer and the trainee. The time and attendance report forms the basis for the completion of the invoice which was sent to the employer for validation and signature. No payment was made until both the signed T&A report and the invoice was received from each employer.

Placement Services

The total number of placements during 1983-84 which were made utilizing funds from this contract were 1843. Of these, 1299 successfully completed their training and entered into competitive employment with the business which provided their training.

All placements made by the project were training related. To be judged as a successful placement, participants must not only complete their training, but must be employed on a competitive basis by the business that provided the training.

EXHIBIT 6

GOODWILL INDUSTRIES OF AMERICA, INC., BETHESDA, MD

Scope: National

Funding Source:
U.S. Dept. of Labor, Title IV JTPA

Document:
Letter from Jack W. Scott, 12/26/84

Recipient:
Goodwill Industries of America, Inc.

Information Contact:
Jack W. Scott, Director, Projects with Industry, 9200 Wisconsin Ave., Bethesda, MD 20814-3896

Performance Outcomes: The 1983-84 project placed 942 handicapped people in private sector employment

Significant Features

Goodwill Industries of America has had either a contract or grant with the U.S. Department of Labor to provide training and placement services since 1977. The programs have been funded under the Employment and Training Administration. From 1977 until the passage of the Job Training Partnership Act and its subsequent implementation we were funded under Title III of CETA, Office of National Programs. Presently we are funded under Title IV of JTPA.

With the funds made available by the Labor Department, we have funded between 10 to 16 programs at local Goodwill facilities. These project sites have succeeded in training and placing over 5,000 handicapped people in employment in the private sector since 1977.

Each local program operates under the guidance provided by a recruited business advisory council that is responsible for doing essentially three things: 1) determining employment needs in the local community; 2) developing curricula that will be used to train handicapped people to meet the identified employment need; and 3) assisting in the placing of the trainees in employment.

A number of the local projects have working relationships with local PICs. The relationship, however, is generally an informal one. Some local project directors do have membership on the PIC.

Because we are a nationally funded program, our formal relationship with JTPA is on a national level. We operate under the guidance of the law as defined in JTPA in general, and, under Title IV, in particular. We report directly to the Labor Department regarding the implementation and operation of the program. We report our statistics to the Labor Department quarterly. We draw money from Labor, which, passes through the National Goodwill office to our local operating units.

The goal of the 1984-85 program is to place 875 handicapped people in employment in the private sector.

We presently are operating projects in the following cities under JTPA: Birmingham, AL; Cleveland, OH; Durham, NC; Flint, MI; Fort Lauderdale, FL; Iowa City, A; Lowell, MA; New Orleans, LA; Omaha, NE; Sacramento, CA; St. Paul, MN; Santa Rosa, CA; and Tucson, AZ.

EXHIBIT 7

PROJECT LINK

Scope: National

Funding Source:
U.S. Dept. of Labor

Document:
Letter from Fritz Rumpel, 1/2/85

Grant Recipient: Mainstream, Inc.

Information Contact:
Lawrence Pencak, Executive Director, Mainstream, Inc.,
1200 15th St., N.W., Washington, DC 20005

Program Outcomes: From its inception in 1983 until 1/2/85, Project Link has placed over 700 persons with disabilities in competitive, long term employment.

Significant Features

In 1983, Mainstream started a new program to address the specific needs of both unemployed or underemployed handicapped persons and organizations interested in recruiting disabled job seekers. Two sites were chosen: Dallas, Texas and the greater Washington, DC area.

With a grant from the Department of Labor, Mainstream created a job development and placement program known as Project LINK. The goal of LINK is to serve both unemployed and underemployed individuals with any kind of mental or physical disability by helping them to obtain competitive employment. There is no charge for this service either to LINK applicants or to employers.

The elements of the LINK model are:

- A close working relationship with all disability service agencies such as Vocational Rehabilitation, advocacy organizations, schools and universities in a given area
- A screening process for determining whether individuals referred to LINK by these groups are job-ready
- Job-seeking skills training
- An aggressive job development effort in the business community
- A continuous job matching process

- Follow-up services both to the newly hired disabled individual and to the employer.

The LINK model results in a centralized placement service that eases the burdens of disabled, qualified job seekers who have little or no knowledge of the job market, and helps employers who are seeking a simple, quick and productive way to locate job-ready handicapped applicants.

Two key staff in the LINK model are the Job Placement Specialist and the Job Developer. The Placement Specialist thoroughly screens all LINK applicants and thus acquires a full knowledge of their skills, training, experience, potential, character, disability and accommodation needs. The Job Developer not only becomes familiar with the requirements of an available employment position but also with the employer who has that opening. These professionals exchange information and ideas constantly to match LINK applicants with the right job.

LINK staff provide follow-up services by checking on the progress of an applicant 30, 60 and 90 days after he or she begins working.

Both disabled individuals employers who are served by LINK receive this free service to assure that any potential problems are addressed before they become real ones. Both parties are encouraged to contact LINK staff at any time if the need arises.

Because of the program's success, Mainstream believes that the LINK model can be effectively adapted by other communities around the country.

Chapter 16

WAGNER-PEYSER JTPA COORDINATION

In the new amendments of the Wagner-Peyser Act and the Title V JTPA statutes, governors can use a 10 percent set-a-side to serve special need groups who are JTPA eligible. The example provided in this chapter illustrates one possibility for coordinating the Wagner-Peyser and JTPA purposes to serve the handicapped population.

EXHIBIT 1

GOVERNOR'S EMPLOYMENT ALLIANCE (GEA)

Scope: 14 Service Delivery Areas

Funding Source:
Governor's Wagner-Peyser 10%
Discretionary Fund

Focus:
coordinated job placement

Participants:
600 disabled persons

Location: Florida

Grant Recipient:
Florida Alliance for Employment
of the Handicapped

Information Contact:
Carol Ann Breyer, Executive
Director, 2590 Executive Center
Circle E., Tallahassee, FL 32301
or
Jack Varney, President, IBM, Post
Office Box 2900, Jacksonville, FL
32203-2900

Significant Features

The Florida Alliance for Employment of the Handicapped, Inc. is conducting a $377,412 project to coordinate the placement of 600 disabled persons into unsubsidized jobs with 14 Private Industry Councils throughout the state. The project duration for the current period is from August 1, 1985 to June 30, 1986. With the assistance of the Regional HRS offices, the local Job Service Offices, and the Department of Education, a partnership is formed between employers and agencies serving disabled individuals. This is identified in each local area as the Governor's Employment Alliance (GEA).

The Florida Alliance for Employment of the Handicapped provides a standardized system for coordinating the placement services within each of the 14 GEAs established. Prior to the project, there was a proliferation of placement activities to assist handicapped persons in finding employment. Even though the private and public agencies appeared to be doing effective placement activities, there was often unnecessary duplication and overlapping of efforts. Coordination has been greatly improved by the GEA project.

Private industry employers with limited time available for job developers and counselors seeking placements for clients have found the project to be most helpful. Previously, the independent workings of job placement personnel fostered an atmosphere of rivalry and competition rather than one of cooperation. Under the GEA, much of this mistrust and territorialism has disappeared. For example, prior to the project over 75 different individuals had been identified in Northeast Florida as providers of job placement services for handicapped individuals.

The project has provided a central coordinating body through the FAEH to eliminate the confusion of employers and to promote the cooperation among the placement specialists serving handicapped individuals.

Implementation Procedures

Implementation procedures included the following activities.

1. Selection of 14 Private Industry Councils, or other service providers in an area who qualify to operate the contact for the local Private Industry Council (PIC).
2. Technical assistance and training is available to the Service Delivery Areas to develop ongoing coordination of local activities. Functions performed by FAEH are as follows:
   a) Orientation and inservice training of the 14 handicapped employment coordinators selected by local contractors;

   b) Assistance in the development and preparation of necessary forms, records and other processing documents.

   c) Liaison services with the Office of Vocational Rehabilitation, the Job Service of Florida, the Division of Blind Services and other community-based agencies for the purpose of assuring the smooth operation of the partnership between labor and rehabilitation;

   d) Coordination of reports on intake and placement on a monthly basis as provided by the 14 service providers;

   e) Submission of monthly reports to Department of Labor and Employment Security on a performance basis;

   f) Preparation and circulation of a monthly newsletter;

   g) Payment of job placement deliverables.
3. The FAEH conducts a monitoring visit to each of the local GEAs during the contract year.
4. Related training opportunities are offered and data are collected on the number of disabled persons interviewed and placed, as well as on titles of jobs secured, levels of pay, and the nature of disabilities reported by clients.

Project Results

Since the inception of the GEA in April 1984, over 1,170 disabled persons have been placed into unsubsidized jobs at no less than the minimum wage.

Project Budget

Project funds are used to pay for services of an Executive Director, Project Coordinator and clerical staff, office and equipment rental, telephone, office supplies, travel and salaries of 14 employment coordinators. Performance incentives are provided to the SDAs for successful placements above goal contracted for by each local GEA.

Section VI

Request for Proposal Exhibits

CHAPTER CONTENTS

Chapter 17: Proposal Request for Six Percent Incentive Grant Funds 605

Exhibit 1: Request for Proposals from Private Industry Councils and Chief Elected Officials to Design, Implement and Operate an Exemplary Employment and Training Project for Youth Facing Multiple Barriers to Employment 607

Chapter 18: Proposal Request for Eight Percent Funds . . 619

Exhibit 1: Proposal Request for Eight Percent Funds, Stage 1: Pre-Application Process for Program Year 1984-85, Wisconsin Department of Public Instruction 621

Exhibit 2: Wisconsin Department of Public Instruction, Request for Proposals, Program year 1984-85, Stage II: JTPA 8% Application Instruction Manual 632

Chapter 19: Proposal Request for Title IIA and IIB Funds 675

Exhibit 1: Dane County Private Industry Council, Inc., Request for Proposal 677

Chapter 17

PROPOSAL REQUEST FOR SIX PERCENT INCENTIVE GRANT FUNDS

Monies under the six percent allotment to each state are used by the governor to provide incentive grants for programs exceeding performance standards including incentives for serving hard-to-serve individuals. The State of Indiana issued the Request for Proposals (RFP) presented in this chapter. The state challenged PICs to design and implement exemplary employment and training projects for youth facing multiple barriers to employment. Youth with handicaps were included in the specified target population. This example provides the program developer with an illustration of activities fundable under the JTPA six percent monies and includes a breakdown of the information needs which may be required when applying for these funds.

EXHIBIT 1

Request for Proposals
from Private Industry Councils and Chief Elected Officials
to Design, Implement and Operate
an Exemplary Employment and Training Project
for Youth Facing Multiple Barriers to Employment

Released November 26, 1984

Robert D. Orr, Governor State of Indiana	Linda R. Jester, Executive Director Indiana Office of Occupational Development

I. Introduction and General Instructions

According to the 1983 final report of the Governor's Committee on Youth Employment, the problem of youth unemployment throughout the state will continue to increase. In Indiana, the 1983 average youth unemployment rate was 23.6 percent, compared to 11.1 percent for all employed. By 1985 approximately 16 percent of Indiana's youth may suffer substantial difficulties in obtaining employment due to lack of available jobs. Among those most severely affected are females, minorities, handicapped individuals, offenders and high school dropouts.

While employment and training services cannot significantly increase the number of jobs available for youth in the short term, they can reduce the number of barriers to employment making youth more competitive in the labor market. The Indiana Office of Occupational Development, as administrator of Job Training Partnership Act funds, is soliciting proposals from private industry councils and chief elected officials to design, implement and operate an exemplary employment and training project for youth facing multiple barriers to employment. The project designed under this request for proposals will have two foci. The first is the provision of employment and training services to selected participants. The second is the provision of technical assistance to providers of employment and training services for youth. This project will serve as a model for future replication demonstrating effective methods and strategies which increase participant employability and result in unsubsidized job placement.

Before preparing a proposal, private industry councils and chief elected officials should note that:

1. release of this request for proposals does not commit the Indiana Office of Occupational Development to award a grant;

2. the Indiana Office of Occupational Development will not pay for any costs incurred in the preparation of proposals;

3. the Indiana Office of Occupational Development has the right to reject any and all proposals;

4. the Indiana Office of Occupational Development has the right to cancel in whole, or in part, this request for proposals at any time;

5. project design as well as performance outcomes are subject to negotiation prior to any final funding commitment by the Indiana Office of Occupational Development;

6. all data, material, documentation, and/or products originated by and prepared pursuant to this grant shall belong exclusively to the State of Indiana; and,

7. under the requirements of the Freedom of Information Act (FOIA) (5 USC 552), the content of proposals or other information submitted to the Indiana Office of Occupational Development is subject to public release upon request, except those items specifically exempt from disclosure. The preparer shall mark as "proprietary" those parts of its proposal it deems proprietary. However, the preparer is alerted that this marking is advisory only and not binding on the Indiana Office of Occupational development. if there is a request from the public under the Freedom of Information Act to inspect any part of the proposal so marked, the Executive Director of the Indiana Office of Occupational Development will advise the preparer and request further justification in support of the "proprietary" marking. If the Executive Director of the Indiana Office of Occupational Development determines, after receipt of the justification, that the material is releasable, the offerer will be notified immediately. Under no circumstances will proposals or any part of proposals be released prior to the grant award decision.

Further, private industry council(s) and chief elected official(s) should note that the specifications and proposal content requirements which follow assume that the entity selected to receive grant funds and/or administer this project has substantive knowledge of the following:

1. Job Training Partnership Act (PL 97-300);

2. Implementing regulations (20 CFR 626 through 630);

3. State of Indiana Management and Cost Principles for Administering Job Training Programs under the Job Training Partnership Act (revised July 1, 11984);

4. State of Indiana Participant Management Information System for Administering Job Training Programs under the Job Training Partnership Act (revised July 1, 1984);

5. Governor's Coordination and Special Services Plan as submitted May 15, 1984;

6. State of Indiana Job Training Partnership Act Grievance Procedures;

7. State of Indiana Accrued Expenditure Report for Administering Job Training Programs under the Job Training Partnership Act (revised December 1983); and,

8. Final Report of the Governor's Committee on Youth Employment (1983).

In addition, the specifications and proposal content requirements assume the entity selected by the private industry council and chief elected official(s) to receive grant funds and/or administer this project has prior experience in providing employment and training programs to youth. This, however, does not assume that the entity so selected necessarily has provided youth services with Job Training Partnership Act funds.

To be considered, proposals must acknowledge the specifications and address in order each of the proposal content requirements. Responses must be typed, double spaced and single sided using the indicative (shall, must) rather than the subjunctive (may, should). Proposals longer than 20 pages (not including collaborating letters) will not be considered. All pages must be numbered sequentially on the back beginning with the cover sheet which, for example, would be 1 of 24, the table of contents as 2 of 24, etc.

If satisfied with the proposals, the Indiana Office of Occupational Development will select up to three projects for a total of $650,000.

The term of this one time only grant will be April 1, 1985 through September 30, 1986. Participant services for the most part will be completed by June 30, 1986. The period of July 1, 1986 to September 30, 1986 will be primarily devoted to providing technical assistance to Indiana youth employment and training programs.

Proposals may be mailed or hand delivered but must be received by the Indiana Office of Occupational Development no later than 4:45 p.m. local time Friday, January 18, 1985. proposals received after the deadline will not be considered. Four (4) proposals, one with original signatures which is marked as original, are required. Proposals are to be directed to the attention of:

Douglas J. Roof
Deputy Director
Indiana Office of Occupational Development
150 West Market Street
Indianapolis, Indiana 46204

To assist in answering questions regarding this request for proposals a bidders' conference is scheduled for December 5, 1984 from 1:00 to 2:00 p.m. (Indianapolis time) in Room 801 of the ISTA Building, 150 West Market Street, Indianapolis, Indiana.

II. Specifications

A. Programmatic

1. All project participants must be minority (non-caucasian) youth between the ages of 16 and 21 inclusive who are either handicapped, teenage parents, high school drop-outs, offenders, ex-offenders, or have a history of substance abuse. Additionally, all project participants must be economically disadvantaged as defined by the Act.

2. All activities specified in Title II of the Act are permissable. Priority, however, will be given to proposals which link basic skill remediation and/or occupational skill development with concurrent private sector employment opportunities.

3. The project must provide services designed in conjunction with other youth services currently available in the affected communities.

4. All technical assistance provided under this project grant must be focused on increasing the ability of current youth serving organizations to meet the needs of individuals with multiple barriers to employment.

5. The proposal must be submitted by and have the approval of the private industry council(s) and chief elected official(s) of each service delivery area affected by the project. Signatures indicating approval must be included with the proposal. Only one proposal per service delivery area may be submitted.

6. Due to the coordination requirements of Point 3 above, signed letters of collaboration from agencies, organizations and businesses which intend to provide substantive support to the project must be included with the proposal.

B. Evaluation and Payment

1. Project success will be predicated on the following:

   a. replication and knowledge transfer throughout the state's vocational education, training and employment system. Included in the transfer of knowledge will be identification and documentation of specific barriers to employment and, correspondingly, effective strategies for remediation.

      To ensure knowledge transfer and permit ongoing and final evaluations of the project by the Indiana Office of Occupational Development, the program operator will be required to submit monthly status updates in addition to interim and final reports. The interim report will cover the first six (6) months of the project. The content requirements of the updates and reports and the specific benchmarks to which the project will be held will be determined during negotiations subject to project design. Further, the project administrator will provide oral summations at preselected meetings; and,

b. meeting the entered employment, positive termination, and cost per positive termination rates specified in the grant according to the following schedule:

   6 months from project initiation;
   12 months from project initiation; and,
   completion of project.

2. Payment will be made on a cost reimbursement basis. Continuation of funding will be subject to meeting established benchmarks and performance standards. The monthly status update will be due with the corresponding monthly accrued expenditure report. The interim status report will be due with the eighth month accrued expenditure report. The final report will be due with the final accrued expenditure report.

III. Proposal Content Requirements

Note that each requirement is to be addressed separately in the order specified. Also note that each requirement (with the exception of the collaborating letters) has a maximum page limit.

A. Organization Information

This section refers to the entity selected by the private industry council and chief elected official(s) to receive grant funds.

1. Cover page and Table of Contents (2 pages)

   Complete attachment A and prepare, as the second page, a table of contents.

This section refers to the entity selected by the private industry council and chief elected official(s) to administer the project.

2. Identify the entity and describe its experience in designing, implementing and operating employment and training services for youth who face multiple barriers to employment (2 pages).

3. Identify the primary staff to be assigned to the project and specify their responsibilities and qualifications (2 pages)

B. Project Design

1. Services and Participants (7 pages)

Mindful of the specifications in II.A., describe the approach to be taken in providing:

a. employment and training services. The description must include the following:

- a description of planned participant characteristics including an assessment of their barriers to employment;
- an identification of the specific geographic area(s) that will be served by the project including an analysis of the demographic and economic makeup of the area;
- an identification of occupational opportunities within a reasonable commuting distance likely to be available for the placement of project participants (not a review of occupational opportunities in general but a description of those appropriate for placement of project participants consistent with stated program design);
- procedures by which individuals will be recruited and selected to participate; and,
- specific services to be offered with the projected outcome of each service. This includes an identification of the types of occupations for which participants will be trained.

A timeline indicating planned activities and participant flow must be included. Enrollment must begin no later than five (5) working days after the beginning of the grant term. All participants must be terminated from the project no later than 30 days prior to the ending of the grant term with the majority of participants terminated by June 30, 1986.

b. technical assistance. The description must include:

- the specific assistance to be offered.

2. Service Providers (2 pages)

Identify primary providers of services and the rationale for their selection including the specific services each provider will offer. Service providers include the entity administering the project as well as other financial and nonfinancial agreements.

3. Collection of Data and Preparation of Reports (1 page)

Arrangements must be made for the project operator to use the statewide management information system for participant and fiscal reporting. Describe these arrangements.

4. Performance Standards (1 page)
Indicate the planned performance standards for the project including total number of terminations, entered employment rate, positive termination rate and cost per positive termination for each of the following time periods:

- performance after first six months of project operation;

- performance after first twelve months of project performance; and,

- final performance of project.

5. Program Monitoring (1 page)

Describe how activities provided under this project will be monitored to ensure project success and identify the provider of monitoring services.

C. Budget (2 pages)

Funds appropriated under Section 202(b)(3) of JTPA will support this project, therefore, the 70/30 percent cost limitation will apply. All costs will be charged in accordance with 629.38 of the regulations. Within those limitations describe the proposed budget by:

- total administrative costs;
- total participant support costs;
- total training costs; and,
- cost per participant.

All indicate the projected cost per participant. Note that the proposed budget is subject to negotiation.

D. PIC/CEO Approval (1 page)

Using attachment B, complete the approval form. Note that the private industry council and elected official(s) of each affected service delivery area must approve the proposed project.

E. Collaborating Agencies (varied)

Attach letters of collaboration from agencies, organizations and businesses which intend to provide substantive support to the proposed project.

IV. Bidders' Conference

A bidders' conference will be held on Wednesday, December 5, 1984 from 1:00 to 2:00 p.m. (Indianapolis time) in room 801 of the ISTA Building, 150 West Market Street, Indianapolis. Private industry councils and chief elected officials interested in submitting proposals should attend and/or send a representative to the conference. Copies of the documents listed in Section I. of the request for proposals will be available at that time.

The purpose of the conference will be for Indiana Office of Occupational Development staff to respond to questions regarding the request for proposals. A transcript of all relevant questions and responses will be mailed to each attendee after the conference.

Private industry councils and chief elected officials not represented at the bidders' conference may request the aforementioned materials after December 5. The Indiana Office of Occupational Development will not be liable, however, for any damages or complaints as a result of lateness or non-receipt of mailed materials.

V. Timetable

Notification of Request for Proposals released to Private Industry Councils and Chief Elected Officials	November 26, 1984
Bidders' Conference	December 5, 1984
Proposals Due	January 18, 1985
Proposal Review Completed	February 6, 1985
Successful Bidder(s) Notified	February 8, 1985
Grant Negotiations Completed	February 15, 1985
Project Begins	April 1, 1985

Note that the Indiana Office of Occupational Development retains the right to alter this schedule if necessary for the convenience of the State.

VI. Rating Criteria

The following will serve as the maximum point values awarded to responsive proposals.

1.	Administering agency's background	10
2.	Staffing plan	10

3. Project design	
a. service plan	40
b. performance standards	20
4. Collaborating agencies	10
5. Cost per participant	10
Total Points	100

Note that project design as well as the proposed budget are subject to negotiation.

Attachment A

Cover Sheet for Proposals to the Indiana Office of Occupational Development to Design, Implement and Operate an Exemplary Employment and Training Project for Youth Facing Multiple Barriers to Employment

Name of Service Delivery Area(s) Submitting Proposals

Name of Entity Selected to Receive Grant Funds

Address

City, State and Zip Code

Contact Person Regarding Proposal

Telephone Number

Authorized Signature

Authorized Signator Name and Title

Attachment B

PRIVATE INDUSTRY COUNCIL/CHIEF ELECTED OFFICIALS APPROVAL AND SUBMISSION

The Private Industry Council and Chief Elected Official(s) of the ________ ___________ service delivery area(s) approve the attached proposal to design, implement and operate an exemplary employment and training project for youth with multiple barriers to employment and by their signature below do hereby submit same for consideration.

______________________	______________________
Chair, Private Industry Council	Representative, Chief Elected Officials
______________________	______________________
Date	Date
Attest:	Attest:
BY: ______________________	BY: ______________________
(Signature)	(Signature)
______________________	______________________
(Typed Name)	(Typed Name)
______________________	______________________
Title	Title

AND

(to be completed if multiple service delivery areas)
(use next side if necessary)

______________________	______________________
Chair, Private Industry Council	Representative, Chief Elected Official
______________________	______________________
Date	Date
Attest:	Attest:
BY: ______________________	______________________
(Signature)	(Signature)
______________________	______________________
(Typed Name)	(Typed Name)
______________________	______________________
Title	Title

Chapter 18

PROPOSAL REQUEST FOR EIGHT PERCENT FUNDS

Eight percent of JTPA's Title IIA funds are earmarked for Education Coordination Grants. Frequently these funds are administered by state departments of public instruction and/or postsecondary boards which govern a state's system of community colleges or vocational, technical and adult education schools. The scope and sequence of services, as well as the types of individuals served, are determined by the structure of the Request for Proposals (RFP) used by each agency which administers these funds.

In reviewing the example provided, the reader should note the ways in which how requirements for services to individuals with handicaps are built into the framework of the RFP. Youth who are handicapped are not treated as an "add on" nor an afterthought.

The reader should also note that the example portrays a two stage approach. Stage One consists of a short pre application. Stage Two involves a lengthy application which is required only from those who survived the Stage One screening process. This sample RFP can help beginners in grantsmanship by showing them what could be required to obtain funds. Proposal review and evaluation criteria are also included, so the reader can see how the information required in the proposal is assessed by those who review that proposal.

The RFP presented in this chapter could be used as a guideline or as a source of ideas when suggesting ways in which educators and JTPA decision makers could enhance the participation of persons with handicaps in programs funded by the Eight Percent Education Coordination Grants.

EXHIBIT 1

Proposal Request for Eight Percent Funds

STAGE I: Pre-Application Process

For Program Year 1984-85

Wisconsin Department of Public Instruction

INFORMATION BULLETIN

The Governor's 8% Set-aside for
Education Coordination Grants
as Administered by the

This year the Department of Public Instruction (DPI) will administer $1.2 million for projects of the Governor's JTPA 8% Set-aside. These funds are designated to meet the education and training needs of economically disadvantaged youth ages 14-21. DPI will fund exemplary projects which can serve as models for statewide dissemination and which coordinate services with other agencies also providing education and training programs. All projects must be vocationally oriented.

The Act specifies that 75% of 8% project participants must be income-eligible youth. The remaining 25% of participants must have other identifiable "barriers to employment." No 8% funds can be spent on participants not certified as income-eligible or as having identified barriers to employment.

Additionally, DPI is required to target 85% of its funds to provide services to youth ages 14-21 who are dropouts or one grade level behind his/her high school entering class in progress toward meeting graduation requirements. This requirement of the Wisconsin Legislature is intended to insure that "the most disadvantaged of the eligible population" are served first.

Since DPI expects 8% projects to serve income-eligible, at-risk youth, an attached list delineates at-risk and other student populations eligible for 8% services. (See Attachment A.) DPI will give priority to those projects which specifically target services to females.

The Act requires that programs have measurable results. DPI has identified a list of Expected Program Outcomes which is consistent with the Act and the Act's intent for 8% funds. All 8% projects should be designed to incorporate as many of these outcomes as is appropriate for the program's intent and design. (See Attachment B.)

The Department of Public Instruction will fund approvable projects that are submitted by Local Education Agencies (LEAs), Cooperative Education Service Agencies (CESAs), and County Children's Handicapped Boards. These agencies may subcontract for services as needed from other service providers such as VTAE districts, community based organizations, private industry, etc. Subcontracts with other organizations must accompany the project proposal.

Projects submitted to DPI must be concurrently submitted to the Private Industry Council (PIC) within your Service Delivery Area. Before project approval is finalized, a "joint agreement" must be signed between the grant recipient, the Service Delivery Area and the Department of Public Instruction.

The 8% dollars administered by DPI are required by the Act to have a dollar-for-dollar local match for all 8% funds. Requirements for local match are outlined in Attachment C.

This year DPI will again use a Pre-application Process to help determine funding. After attending a regional drive-in on 8% funds and after discussing project ideas with the appropriate DPI/JTPA staff person and Administrative Entity Director of your Service Delivery Area, agencies will have until March 22 to submit a written pre-application consisting of a detailed abstract and budget.

The DPI/JTPA staff will then review all pre-applications according to established Criteria for Review. On April 8, Dr. Grover will invite those agencies with high evaluations to write the complete 8% application. This application is due in DPI by May 10. Criteria for reviewing 8% proposals are listed in Attachment D.

If you wish to apply for 8% funds, please contact the appropriate DPI/JTPA staff person and register for one of the three regional 8% drive-ins.

February 25	Eau Claire	Room 148, State office 718 West Clairemont Avenue	9 a.m. - noon
February 27	Green Bay	CESA #9 Offices	9 a.m. - noon
February 28	Madison	314 NW - State Capitol	1-4 p.m.

Richard Dignan, Director Bureau for Vocational Education	(608) 267-9244
Wayne Sherry, Administrator Job Training/Special Needs Section Bureau for Vocational Education	(608) 267-9166
Patrick Sweeney JTPA Education Specialist	(608) 266-2158
Sandra Cicchini JTPA Education Specialist SDAs 3, 7, 12, 18	(414) 637-5635
Melinda Waggoner JTPA Education Specialist SDAs 4, 6, 14, 17	(414) 497-3755
John Niemeier JTPA Education Specialist SDAs 2, 5, 8, 10, 15	(608) 267-9247
Robert Enghagen JTPA Education Specialist SDAs 9, 11, 13, 16	(715) 723-0341

Attachments Included

Priority Target Populations	Definitions of JTPA Program Areas
Expected Program Outcomes	Funding Appeal Procedure
Matching Requirements	Client Eligibility Criteria
Criteria for Review	Service Agreement

Attachment A

PRIORITY TARGET POPULATIONS - IN-SCHOOL YOUTH

At-risk youth/dropouts. This group includes subgroups with the following descriptors:

a. Dropouts. The average dropout rate from each grade (9-12) is 4% per year. This is a continuing problem, although it has decreased in Wisconsin. It is recognized that not all dropouts are economically disadvantaged, but it is estimated that a good percentage are.

b. Drug and alcohol abusers. It has been projected that 50% of the youth that end up in special service programs do so because alcohol or drug abuse was a contributing factor.

c. Non-goal directed youth. These include individuals who lack direction in their in-school experiences, and frequently lack direction from the home. Unmotivated individuals ages 16-21 who lack a sense of responsibility also fit this descriptor.

Adjudicated Delinquents, incarcerated youth and recently released. In 1980, 12,573 youth were detained and of that total approximately 1,000 youth were admitted to juvenile correctional institutions. Our agencies have initiated efforts with other agencies to serve these youth, but need to expand on what has already been done.

Teenage parents. In Wisconsin in 1982, there were 9,213 live births to teenagers (13-17). There are limited services available to this population.

Special populations within our secondary schools which could greatly benefit from new or expanded education and vocational training include:

a. Limited English Proficiency (LEP)
b. Minorities
c. Females

Handicapped individuals, i.e. the deaf, blind, mentally retarded, learning disabled, emotionally disturbed, and physically handicapped.

NOTE: Handicapped individuals 14 years or older can be defined as a family of one for determining eligibility.

Unemployed youth. Approximately 24% of Wisconsin's youth are unemployed, based on an aggregate report from UW-Stout evaluations running from 1978-1982. This unemployment rate is much higher than for the adult population and is partially due to the need for additional education and training.

Rural residents. Youth who are located in rural areas of the state and who will typically not receive services from service providers through SDA funded projects, i.e. youth who attend school districts with less than 800 K-12 populations.

Other. Youth who are listed as priority target population in the objectives of the Governor's Coordination and Special Services Plan, including those with low basic skills.

Attachment B

EXPECTED PROGRAM OUTCOMES

To coordinate with other JTPA funds administered through the Service Delivery Areas (SDAs) following review and comment by the SDA;

To coordinate JTPA funded programs with existing programs for disadvantaged youth, including dropouts, that are provided by secondary schools ensuring linkages with program offerings utilizing state categorical funds, Carl Perkins VEA funds, Chapter 1 funds, Social Services, Community Based Organizations, etc.

To coordinate JTPA funded programs with Education for Employment programs, services and activities;

To develop partnerships with business, industry and labor on the local and state levels;

To develop on-the-job training sites in local communities for youth enrolled in secondary schools for work/training/transition to world of work exploration programs;

To provide job skill training to economically disadvantaged youth by establishing education and job training programs designed specifically to meet the needs of JTPA clients as determined in partnership with the service delivery area Private Industry Council utilizing the Youth Initiative model;

To provide academic support programs to JTPA clients, including assessment services, academic counseling, and basic education to those requiring it to succeed in job skill training;

To assist JTPA students in the identification of services they may qualify for under federal, state, and local programs;

To develop linkages with federal, state and local agencies capable of providing support services needed by JTPA clients in order to participate in skill training programs;

To provide technical assistance and coordination services to business and industries serving JTPA clients;

To develop model clusters or consortia of rural secondary school programs throughout the state to provide more extensive training opportunities for disadvantaged youth less apt to participate in SDA funded programs in more heavily populated areas in each area of the state;

To develop model programs for economically disadvantaged youth that can be implemented in any school district that has students with similar needs;

To develop model "dropout recruitment" program(s) that will result in more students completing accredited high school programs with basic skills and job skills necessary to acquire and maintain unsubsidized employment;

To develop model education and training programs for school-age youth who are adjudicated delinquents, youth in need of protective custody or services and other high-risk youth under formal or informal dispositional agreements within the juvenile justice system; and

To develop model programs that will result in the development of competency based curriculum for basic skills and vocational preparation programs for economically disadvantaged youth.

Attachment C

MATCHING REQUIREMENTS

All 8% projects require a dollar-for-dollar match. JTPA allows matching funds in three categories:

1. "Project costs." Projects costs are all allowable costs incurred by a grantee and the value of the in-kind contribution made by the grantee or third parties in accomplishing the objectives of the grant during the project or program period.

2. "Cash contributions." Cash contributions represent the grantee's cash outlay, including the outlay of money contributed to the grantee by other public agencies and institutions, and private organizations and individuals.

3. "In-kind contributions." In-kind contributions represent the value of noncash contributions provided by the grantee, and non-Federal parties. In-kind contributions may be in the form of charges for real property and nonexpendable personal property and the value of goods and services directly benefiting and specifically identifiable to the project or program.

Although there are certain cost limitations in JTPA funds, (no more than 30% for administration, with administration not to exceed 15% and the balance of 70% to be used for training costs) the matching funds do not need to conform to these categories.

Attachment D

CRITERIA FOR REVIEWING 8% PROJECTS

The project meets the youth standards listed in Section 106(b)(2) of the Act.**

The Target population(s) to be served by this project conform with the list identified in Attachment A of this bulletin.

The project meets one or more of the "outcomes" listed in Attachment B of this bulletin.

The project addresses the priorities of the service plan developed by the local SDA and promotes development of skills applicable to jobs in the local labor market when appropriate.

The project will result in the earning of credits toward graduation.

The project is consistent with the "program areas" identified in the Governor's Job Training Plan Guidelines (See Attachment E).

The project includes the development of interagency partnerships with other agencies/organizations.

The project is integrated into the total education program of the LEAs.

The project is innovative/exemplary and adaptable/adoptable to other areas of the state as a model program.

The proposal documents that the project to be funded by these monies does not duplicate other existing programs, but links with existing programs funded with other resources.

The project has a case management system for individual clients which develops an Individualized Education and Training Plan (IETP) for each participant. This plan will establish baseline data and prescribe appropriate services to meet an individual's education and training needs.

The project has been developed with local PIC awareness/consultation.

The project includes a dropout recruitment component.

** - Attachment of employment competencies recognized by the private industry council;

- Elementary, secondary, and post-secondary school completion or the equivalency thereof;
- Enrollment in other training programs or apprenticeships, or enlistment in the Armed Forces; and
- Re-enrollment in elementary, secondary, or post-secondary school.

Attachment E

DEFINITIONS OF JTPA PROGRAM AREAS

1. PREPARATION FOR EMPLOYMENT TRAINING - Program components that result in bringing individuals to a level where they will be able to participate in further training or obtain employment. Components provided under this program area may result in employment, or may achieve specific objectives for an individual. Examples are: attainment of a high school diploma, a GED certificate, Adult Basic Education, education for employment programs, pre-employment skills training.

2. VOCATIONAL SKILLS TRAINING - Program components that are focused toward learning skills for a specific occupational area. Components provided under this program area should result in employment. Examples are: A specific course of study at a secondary or vocational school or other training program, retraining laid off workers for different jobs.

3. EMPLOYER LINKED TRAINING - Program components that are focused toward learning skills for a specific occupational area and are linked to placement in an unsubsidized job upon completion of the training. The involvement of the employer in this type of training should occur in the first planning stages to be classified in this program area. Additionally, there must be a commitment by an employer or group of employers to hire the participants upon successful completion of training. Examples are: on-the-job training (OJT), customized training, entry employment experience programs, upgrading, retraining, private sector training.

4. PLACEMENT RELATED TRAINING - Program components that are designed to assist individuals who have adequate vocational skills to get and keep a job. Examples are: job search assistance, job counseling, relocation assistance, job clubs, employer outreach, job development, school-to-work assistance programs, or job counseling after being hired.

5. TRAINING PROGRAM ENTRY ACTIVITIES - Program components which must be done for JTPA eligible participants in order for them to enter a program. Examples: outreach, counseling, and employability assessment.

6. SYEP (Summer Youth Employment Program) - Program components conducted under Title II-B of the Act.

7. OTHER - Program Activities or services which do not fit into any of the six program areas. Examples are: employment generating services, labor market information.

PROGRAM AREAS AND PROGRAM COMPONENTS

1. PREPARATION FOR EMPLOYMENT TRAINING

____ Basic Life Skills Training/Survival Skills Training
____ Basic Skills Training/ABE/Remediation
____ Classroom Training
____ Education-for-Employment Program
____ English as a Second Language

____ GED
____ Labor Market Orientation
____ Pre-Employment Skill Training
____ Pre-Layoff Assistance
____ Preparation for Apprenticeship
____ Tutoring
____ Vocational Exploration
____ Work Experience

2. VOCATIONAL SKILLS TRAINING

____ Advanced Career Training
____ Basic Life Skills Training/Survival Skills Training
____ Classroom Teaching
____ Cooperative Education Programs
____ Entry Employment Experience Program
____ Pre-Layoff Assistance
____ Preparation for Apprenticeship
____ Private Sector Operated Training Programs
____ Retraining
____ Vocational Skills Training
____ Work Experience

3. EMPLOYER LINKED TRAINING

____ Basic Life Skills Training/Survival Skills Training
____ Basic Skills Training/ABE/Remediation
____ Classroom Training
____ Cooperative Education Programs
____ Customized Training
____ On-the-Job Training
____ Pre-Apprenticeship Programs
____ Pre-Layoff Assistance
____ Private Sector Operated Training Programs
____ Retraining
____ Upgrading
____ Vestibule Training
____ Vocational Skills Training
____ Work Experience

4. PLACEMENT RELATED TRAINING

____ Basic Life Skills Training/Survival Skills Training
____ Classroom Training
____ Coaching
____ Employment Counseling
____ Job Clubs
____ Job Corps
____ Job Development
____ Job Holding
____ Job Search Assistance
____ Job Seeking Skills Training
____ Labor Market Orientation
____ Pre-Layoff Assistance

____ Relocation Assistance
____ School-to-Work Transition Activities

5. TRAINING PROGRAM ENTRY ABILITIES

____ Coaching
____ Employability Assessment
____ Employability Development Planning
____ Labor Market Orientation
____ Participant Outreach

6. SUMMER YOUTH EMPLOYMENT PROGRAM

____ Basic Life Skills Training/Survival Skills training
____ Basic Skills Training/ABE/Remediation
____ Classroom Training
____ GED
____ Job Holding
____ Job Restructuring
____ Job Search Assistance
____ Job Seeking Skills Training
____ Labor Market Orientation
____ Pre-Apprenticeship Programs
____ Work Experience

7. OTHER

____ Employer Outreach
____ Employer Generating Services
____ Labor Market Information

Attachment F

FUNDING APPEAL PROCEDURE
DPI 8% PROJECTS

STEP 1. The applicant for funding shall first attempt to arrive at an informal resolution of the funding decision with the State Superintendent or his designee.

STEP 2. When informal resolutions do not produce satisfactory results, a written appeal shall be submitted to the State Superintendent.

STEP 3. The State Superintendent shall render a written decision within ten days of the receipt of a written appeal. The decision letter will also provide instructions on the next step in the appeal process.

STEP 4. If the written decision of the State Superintendent does not resolve the issue, the applicant for funding will be directed to appeal the State Superintendent's decision using procedures established by the Governor's Employment and Training Office.

NOTE: Time frames in this procedure may be extended with the written consent of all parties involved and for good cause.

Attachment G

CLIENT ELIGIBILITY
for the
Job Training Partnership Act

The Job Training Partnership Act is intended to provide education and training services primarily to the "economically disadvantaged." Section 4 (8) of JTPA defines economically disadvantaged as:

- Poverty Level Income, or
- 70% of the state average lower living standard

A client is also eligible for JTPA services if:

- Receiving cash welfare,
- Receiving food stamps,
- Foster child,
- Handicapped individual 14 years of age or older.

Figure 1 below indicates that "70% of the lower living standard" was effective September, 1984. Since this number changes as incomes rise nationally and locally, consult your local Private Industry Council for cut-offs which will be used October 1, 1985.

FAMILY ECONOMIC ELIGIBILITY
70% LOWER LIVING STANDARD
Effective September 1, 1984

Figure 1

Family Size:	1	2	3	4	5	6	For each Additional
Non-Metro	$4,920	$6,810	$9,350	$11,540	$13,620	$15,930	$2,310
Metro	$4,920	$6,940	$9,520	$11,750	$13,870	$16,220	$2,350
Mil-SMSA	$4,980	$7,000	$9,610	$11,860	$14,000	$16,370	$2,370

Applicants for 8% projects will need to provide assurances that the most economically disadvantaged facing barriers to employment are served in proportion to their incidence of eligibility within the Service Delivery Area. To obtain these proportions, again consult with your local Private Industry Council.

Attachment H

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SERVICE AGREEMENT
Under the 8% Education Coordination and Grants Program
PI-8001

Collection of this information is a direct result of Public Law 97-300, the Job Training Partnership Act.

INSTRUCTIONS: Refer to detailed instructions included in the Instruction Manual. Complete and return by May 4 to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

1. This Agreement is between: Service Delivery Area (SDA) No. and Service Provider
2. Operational Period *Mo./Day/Yr.* From: To:
3. Project Title
4. Summary of intended outcomes to be achieved by this project:
5. Target Populations to be served *Refer to Target Populations Chart*
6. **Approximate No. of Total Participants in Project**
7. **Program Area**
8. **Provider**
9. **Under this agreement it is estimated that $_________ will be used to serve participants.**

10. Service Provisions

a. Area	b. Service Provided By	c. Cost Per Participant	d. Paid By
Intake		**$**	
Eligibility Determination		**$**	
WIM Entry		**$**	

SIGNATURE/CERTIFICATION

THE FOLLOWING SIGNATURES CERTIFY that this project has been reviewed and is consistent with the SDA Job Training Plan.

Name of SDA Designated Official	Signature	Date
Name of Service Provider – Chief Administrator	Signature	Date
Name of DPI Program Administrator	Signature	Date

ments:

EXHIBIT 2

Wisconsin Department of Public Instruction
Request for Proposals, Program Year 1984-85
STAGE II: JTPA 8% Application Instruction Manual

Instruction Manual Contents

- Section 1 - Application/Funding Guidelines
  - Introduction and Organization of a Completed Application
  - Application Instructions
    - Cover Sheet
    - Abstract
    - Target Population Chart
    - Program Area Summary
    - Problem Analysis
    - Goals
    - Performance Objectives
    - Activities
    - Evaluation and Monitoring
    - Timetable of Activities
    - Assurance and Compliances
    - Staffing Pattern
    - 8% Funds Program Plan
    - Matching Funds Program Plan
    - 8% Budget Back-up
    - 8% Budget
    - Matching Funds Budget Back-up
    - Matching Funds Budget
  - Related Materials
    - Definitions of JTPA Cost Categories
    - Matching Requirements: Definitions and Guidelines
    - Example Costs Category/Line Item Breakout
    - Criteria for 8% Application Review
    - 8% Application Review Form
    - Funding Decision Appeal Procedure

- Section II - 8% Application Forms
  - Service Agreement
  - Consortium Verification
  - Cover Sheet
  - Target Population Chart
  - Program Area Summary
  - Timetable of Activities
  - Assurances and Compliances
  - Staffing Pattern
  - Program Plan - 8% Funds
  - Program Plan - Matching Funds
  - Example JTPA 8% Back-up Budget
  - JTPA 8% Back-up Budget Form
  - JTPA 8% Budget Form
  - Example Matching Funds Back-up Budget
  - Matching Funds Back-up Budget Form
  - Matching Funds Budget Form

SECTION I

APPLICATION/FUNDING GUIDELINES

Introduction

The Job Training Partnership Act (JTPA) project application consists of a Service Agreement, Consortium Verification, Cover Sheet, Narrative, Staffing Pattern, Program Plan, and Budget and Budget Back-up. Together, these components will detail what you will do if your project is approved. Fully completed 8% applications must be submitted to the Department of Public Instruction for review by May 10, 1985 before projects can be approved.

Your 8% Application will be judged on its content, completeness, clarity, and objectives. The project's objectives must meet outcomes outlined in the Department's Information Bulletin on 8% Grants and must address your local Service Delivery Area's Job training Plan. To effectively design an 8% project, you'll need to work with your local administrative entity of the Private Industry Council to insure that your 8% project coordinates and complies with your local Job Training Plan. (See Service Agreement, PI-8001.)

Organization of Completed JTPA 8% Application

NOTE: Please put each application component in the order below. Remember to number the pages, including forms.

Service Agreement
Consortium Verification
Cover Sheet
Abstract
Target Population Chart
Program Area Summary
Problem Analysis
Goals
Performance Objectives
Activities
Evaluation and Monitoring
Timetable of Activities
Assurances and Compliances
Staffing Pattern
Program Plan - 8% Funds
Program Plan - Matching Funds
8% Budget Backup
8% Budget
Matching Funds Budget Backup
Matching Funds Budget

APPLICATION INSTRUCTIONS

COVER SHEET (Cover Sheet, PI-8003)	The Cover Sheet should be completed after you have completed all other project forms.
I. IDENTIFICATION	1. Enter the name of LEA, CESA or County Handicapped Board submitting the application.
	2. Enter address of delivery agency.
	7. Enter the name of the person responsible for coordinating the program.
II. PROGRAM	1. Enter the complete list of the project.
	3. List LEA(s), CESA(s) and/or the Agency(ies) involved in the project. If more space is needed, attach an addiional page to Cover Sheet. Prepare an agreement with participating LEA(s), CESA(s) and/or other Agency(ies) to determine program responsibilities and fiscal obligations. Attach copies of the agreement(s) to the Consortium Verification, PI-8002.
	4. Identify the number of participants to be served in the appropriate program area. All projects will focus on a single program area. (Do not list participants in more than one program area.)
III. BUDGET	1. Enter the amount of 8% funds into appropriate cost categories. Refer to totals on Budget page. Cost categories percentages are mandated by P.L. 97-300... All projects must abide by stated percentages.
	2. Enter amounts of local matching funds in appropriate cost categories. Refer to totals on Budget page. P.L. 97-300 requires a minimum of 100% Match. For details, refer to Information Bulletin.
	3. Enter totals of 8% and matching funds by categories.
IV. TARGET GROUPS	a. Identify the percentages of the populations to be served in your project. Refer to Target Populations Chart.

b. Identify other target populations to be served in your project. Again, refer to Target Populations PI-8004.

V. OVERALL PERFORMANCE

a. Enter the total number of participants to be served by the program.

b. Compute cost per participant by dividing total program cost by total number of participants.

c. (#) Enter the total number of participants who entered unsubsidized employment at termination.

(%) Compute percentage by dividing the total placement figure by the total participant figure (a).

d. Compute cost per placement by dividing the total program cost by total number of placements in unsubsidized employment at termination.

e. (#) Enter total number of participants entering employment plus those participants achieving positive termination as identified in the Information Bulletin.

(%) Computer percentage by dividing the total positive termination figure by the total participant figure (a).

f. Compute cost per positive termination by dividing program cost by total number of participants achieving positive termination.

g. Enter the average wage for participants entering employment at termination.

VI. ADMINISTERING OFFICER

a. Enter the name of LEA, CESA, State Education Agency, or Handicapped Board officer responsible for administering the project.

b. Enter Administering Officer's agency.

c. Officer's signature.

d. Date project signed.

NARRATIVE

INTRODUCTION

The purpose of the Governor's 8% Setaside for Education and Coordination Grants, administered by the Department of Public Instruction, is to provide funds for exemplary projects designed to meet the education and training needs of economically disadvantaged youth ages 14-21. These projects will serve as model programs for future dissemination throughout the state.

For each of the items listed below, describe clearly and concisely the project's characteristics. Strive for clarity. Use the item headings, subheadings, and format described below. List each item heading and respond to it.

1. ABSTRACT

In 250 words or less, describe the following: the problems, the project goals, the project activities, the project's expected outcomes, the project's coordination with the SDA and with other funding sources, i.e. matching and other JTPA funds and non-JTPA funds.

2. TARGET POPULATION CHART (See PI-8004)

a. Enter total number of participants to be served in this project.

b. Enter number of participants in each target population.

Participants will most likely be counted in more than one target population total but no target population will number more than project participants.

c. Compute the percentage by dividing the number to be served in each target population (b) by the total participant figure (a).

Your Primary target population should correlate with the highest percentage listed. The project's goals and objectives must focus on this primary target population.

d. Enter number of participants to be served in each group as determined by the participants' characteristics.

e. Compute percentage by dividing the number to be served (d) by the total participants figure (a).

Characteristic percentages must total 100%.

The group characteristic percentages should reflect those identified in the local job training plan.

3. PROGRAM AREA SUMMARY

Check the appropriate program area for your project and those program components your project is designed to include.

All projects will identify a single program area. Though the majority of program components will be those listed in the program area, other program components may be integrated into projects.

4. PROBLEM ANALYSIS

Briefly explain how the existing local problem(s) present the need for this project. Provide relevant supporting data which justifies this project. Include available SDA information.

5. GOAL(S)

State the project goal(s).

Goals are derived from needs statements and are broadly conceived. The goals to be achieved by the project must be established and stated before performance objectives can be determined. Goal statements are not measurable, but must be clearly stated, preferably in terms of desired student outcomes.

State how project goal(s) relate to one or more of the DPI's expected outcomes.

6. PERFORMANCE OBJECTIVES

State specified performance objectives for the goal(s) stated.

There should be a clear, logical relationship among problem analysis, goal(s) and performance objectives. The next task is determining what will serve as satisfactory evidence of accomplishment. This evidence must be rigorous enough to stand the test of challenge.

For each goal, at least one performance objective must be stated as an indicator of accomplishment of that goal. It may be that more than one performance objective is necessary to assure clear accomplishment of that goal, or to cover the goals, multiple aspects. In all cases, the performance objectives must contain the elements noted below.

Each objective must be measurable and stated in performance terms to provide the basis for evaluation. A well stated performance objective includes the following elements:

Who (performs)?
What (performance)?
How (under what conditions)?
Measurement (how do you know)?
Time requirements (when completed)?
Level of proficiency (criterion)?

7. ACTIVITIES

For each performance objective identified in Item 6, restate the performance objectives and develop a chronological list of activities under the appropriate performance objective.

Such activities provide the basis for program implementation and monitoring. The sequence of activities, when completed, should ensure the attainment of the objective.

So that project activities can be easily identified, implemented and monitored, each activity should include the following elements:

When will the activity be initiated or completed (time factors, prerequisites)?
Who will be responsible (persons)?
What activity will take place?
What documentation will be used as evidence that the activity occurred?

8. EVALUATION AND MONITORING

a. List each performance objective as included in item 6, and specify means, procedures and times for measurement under each.

b. Describe the method to be followed in the analysis and interpretation of the data collected.

c. Explain how decisions made as a result of the analysis will have an impact upon the program operation.

Evaluation and monitoring is a continuous process of systematically gathering, analyzing and interpreting data and information upon which decisions can be made relative to the efficiency and the effectiveness of the program performance, to to insure compliance with applicable standards, regulations and procedures.

Attention must be given to how each performance objective will be evaluated. A careful review and discussion should be made of the kinds of instruments and techniques that are most appropriate for each performance objective.

9. TIMETABLE OF ACTIVITIES (See PI-8006)

List chronologically the major activities under Items 6, 7 and 8. List the anticipated completion date of each activity, the activity and the title of the person(s) responsible for its accomplishment.

10. ASSURANCES AND COMPLIANCES (SEE PI-8007)

Briefly respond to each question on the List of Required Assurances to document your project's compliance with local, state and federal regulations and requirements.

STAFFING PATTERN (See PI-8008)

a. Enter the name of the agency submitting the 8% Application.

b. Enter the project's beginning date.

c. List the project's program areas.

d. Provide the salary of the project's staff. Do not include fringe benefits. Divide the total salary into appropriate cost categories and give percentage of staff time for each category.

PROGRAM PLAN
8% JTPA Funds

A JTPA program plan is required for each program area provided with a project proposal. The program area program plan provides a monthly breakout of planned JTPA fund expenditures and program participant enrollment for the contract period and are used by DPI's JTPA staff as a basis for monitoring plan vs. performance.

IDENTIFICATION INFORMATION

1. Identify program area to which the Program Plan applies (E.G., employer linked training, placement related training, etc.) in the upper left corner.

2. Provide additional information as requested:

   a. Agency contact person should be person DPI's, JTPA staff contacts for further information and to whom official correspondence is sent. Enter agency information as applicable.

   b. Assure attachment is properly numbered, check "plan" where indicated. DPI will provide grant number if proposal is funded. Modification data are only applicable to programs funded by the DPI and is completed when the existing plan is being changed or updated.

EXPENDITURES

Enter planned expenditures by cost category for each month of the contract period (lines 1, 2, and 3). Enter totals for each month on line 4. THESE ARE MONTH BY-MONTH FIGURES, NOT CUMULATIVE. Enter totals for each line in the "total" column. Planned expenditures per month should reflect as accurately as possible anticipated costs per month. The overall plan should show the flow of funds during the course of the project.

ENROLLMENTS

The following are to be computed on a month-by-month basis for each program area.

Line 1 (Beginning Monthly Enrollment): Enter 0 in the Starting Month of the Project. For each month following, the number in the column should be the same as the ending monthly enrollment of the previous month (line 9).

Line 2 (New Participants): Enter the anticipated number of new participants who will enroll in the program area. New participants are those coming from the Training Entry Program Area whether from your project or from any other JTPA contractors.

Line 3 (Incoming Transfers): Enter number of anticipated participants who will transfer into the program area. Incoming transfers are those coming from Program Areas other than Training Entry whether from your project or from any other JTPA contractor.

Line 4 (Entered Unbsubsidized Employment): Enter number of participants expected to terminate from the program area because they obtained unsubsidized employment, entered the military or terminated from the program in an apprenticeship.

Line 5 (Transfer to Holding/Temporary/ Inter/Job Entry): Enter number of participants who are expected to be in a holding, temporary interruption or job entry status from the program area. This is a temporary program termination while a person is not receiving direct services.

> The "in" line should show the number entering this temporary status. The "out" line shows people coming out of Hold/Temp. Interrept/Job Entry and being terminated, transferred to another program area or re-entering the same program area.
>
> In order to avoid subtracting the same person twice, the number on the "in" line is subtracted and the number on the "out" line is added when computing ending monthly enrollment. for example, a person is placed in holding in March and is subtracted from enrollment as a termination for that month. In April, the person is taken out of holding, added back into enrollment, and then terminated (subtracted) as an unsubsidized placement.
>
> At the end of the program year no one should be listed on the "in" line, but either terminated or identified in ending monthly enrollment. These two lines should zero one another out. The number of "in" should equal the "out" number.

Line 6 (transfers to Other Programs): Enter number of persons expected to terminate from this program area, without a planned return, because of transfer to another program area within your project or entry into another contractor's JTPA program and/or another JTPA title.

Line 7 (Other Positive Terminations): Enter the number of persons expected to leave the program area for the following reasons:

a. reentered school
b. entered a non-JTPA employment and training program
c. completed program objective
d. completed education level
e. other positive outcome

Line 8 (Non-Positive Termination): Enter expected number of participants who will terminate from the program area for the following reasons:

a. laid off
b. health/pregnancy
c. family care
d. transportation problems
e. moved from area
f. refused to continue
g. fired
h. cannot locate
i. exceeded 90-day hold
j. exceeded enrollment limits
k. program ended
l. found ineligible
m. administrative separation
n. other nonpositive outcome

Line 9 (Monthly Ending Enrollment): This is the planned number of participants in the program area at the end of the month. To compute the appropriate figure:

add: line 1, line 2, and line 3
subtract: line 4 and line 5 (In)
add: Line 5 (Out)
subtract: Line 6, Line 7, and Line 8

The last month of program Operation should show 0 in the ending monthly enrollment unless the Program Operation is expected to continue the program under new contract authorization.

TOTALS in the far right of the Plan are computed by adding across each line, except for line 5 which should total out.

Matching Fund
(See PI-8010)

1. Provide identifying information as required (refer to instructions for the Program plan).

2. Enter planned expenditures by quarters (September, December, March, June) by match category. Enter totals for each quarter on line 4. Enter totals for each line in the "Total" column.

BUDGET

8% JTPA Funds Budget Back-up

All costs included in your budget must be documented by providing computations on separate back-up sheets. This budget back-up delineates the manner in which costs appearing on the JTPA program budget are derived by cost category and program area. They should be detailed in a format similar to the example provided later.

A list of Types of Costs allowable per line item and Cost Category is included for reference (following back-up budget example).

Please refer to the GETO's "Administrative Assurances and Requirements," Part II, Section E (5) and (6), to assist you in identifying which costs are appropriate to which cost category (following JTPA Cost Categories).

8% JTPA Funds Budget

The JTPA program budget is a summary of the back-up budget by line item. It contains the total projected costs, by cost category and program area, of providing the services described in the proposal. If approved, the program budget will be used as a contract budget. A new or revised program budget will not be needed for contracting unless the DPI requires changes as part of the proposal review and approval process.

Matching Funds Budget Back-up

Provide a budget back-up using the form provided and in a format similar to that shown in the attached sample. This documents the matching fund budget by type of match and funding source (following Matching Funds Back-up Budget).

In developing your budget back-up, you will want to refer to GETO's "Administrative Assurances and Requirements," Section III, D.3., pages 24-25. These define the three types of match specified in the budget forms. Costs of activities/services (provided by non-JTPA funds) that can be charged to program (i.e., allowable under the Act) and facilitate program delivery are sources of match (following Matching Funds Back-up Budget example).

Matching funds Budget

A matching fund budget is required for proposals which include matching funds. This identifies the use of funds by types of match and provides a summary of the back-up budget by line item. In completing the forms attached, provide information requested and, in addition, list source of funds and total amounts for each source.

DEFINITIONS OF JTPA COST CATEGORIES

A. "Administration"

Administrative costs shall consist of all direct and indirect costs associated with the management of the program, including the administrative costs of subrecipients and contractors. Administrative costs are comprised of goods and services which do not immediately affect participants, and shall be limited to those necessary to effectively operate the program. Included are:

1. the general management and support functions of an organization, such as salaries and fringe benefits of personnel engaged in executive, fiscal, personnel, legal, audit, procurement, data processing, communications, maintenance, and similar functions as well as related materials, supplies, equipment, office space, and staff training costs.

2. program administrative costs, such as salaries and fringe benefits of personnel in administrative positions such as supervisors, program analysts, labor market analysts, and project directors. Additionally, all cost of clerical personnel, materials, supplies, equipment, space, utilities, and travel which are identifiable with these administration positions shall be charged to administration. Some examples of administrative costs are: The salary of a clerical assistant to a supervisor; that part of an instructor's salary representing time spent supervising other instructors; desk top supplies used by supervisors; and in general, office administration, rent, depreciation or maintenance of nonclassroom space; staff training, consultant services under contract not involving direct training or support to participants; costs incurred in the establishment and maintenance of a Private Industry Council or advisory council, or in publishing a grant application; costs of monitoring and providing technical assistance to subrecipients; and costs of activities to increase job opportunities for eligible individuals.

B. "Participant Support"

1. Participant support costs are those non-training costs which directly and immediately effect participants, and include only:

a. 50 percent of any work experience expenditure which meets the requirements of paragraph 2;

b. 100 percent of any work experience expenditure which does not meet the requirements of paragraph (2);

c. supportive services expenditures defined as services which are necessary to enable an individual eligible for training under this Act, but who cannot afford to pay for such services, to participate in a training program funded under this Act, or to assist them in retraining employment for a period not to exceed 6 months following completion of training. Such supportive services may include transportation, health care, special services and materials for the handicapped, child care, meals, temporary shelter, financial counseling, and other reasonable expenses required for participation in the training program and may be provided in-kind or through cash assistance;

d. needs-based payments; cash assistance given directly to JTPA participants to help them meet general living expenses and based upon a needs-test formula developed by the SDA.

2. For purposes of paragraph (1), a work experience program meets the requirements of this paragraph if--

   a. the work experience is of not more than 6 months' duration and is combined with a classroom or other training program;

   b. an individual participant is prohibited from participating in any other work experience program following participation in a program meeting the requirements of this paragraph;

   c. the classroom or other training program component is specified in a preemployment contract or meets established academic standards; and

   d. wages paid in the work experience program do not exceed the prevailing entry-level wage for the same occupation in the same labor market area.

C. "Training"

Training costs consist of goods and services which directly and immediately affect program participants in either a work environment or training setting. Training costs include the following: salaries, fringe benefits, equipment and supplies of personnel engaged in providing training; books and other teaching aids; equipment and materials used in providing training to participants and for use by participants while in a training program, whether or not the equipment and materials become the property of the participant; classroom space and utility costs; and that part of tuition and entrance fees which represent instructional costs which have a direct and immediate impact on participants.

Training costs also include costs associated with: on-the-job training; employer outreach necessary to obtain job listings or job training opportunities; job related counseling for participants; participant outreach, employability assessment and job development; the development of customized training programs; fifty percent of any work experience expenditures which meet the requirements of paragraph B 2 and costs for 250 hours of tryout youth employment.

Costs which meet the criteria for "Commercial Training Packages" at III, Section 8, Paragraph D, or "Performance Based Contracts" at III, Section 13, Paragraph C, may be charged entirely to training.

The compensation of individuals who both instruct and supervise other instructors must be prorated among the training and administration cost categories on the basis of time records or other equitable means. Similarly, the costs of supplies used in the course of both participant instruction and other activities should be prorated among the benefiting uses.

D. "Specific Costs"

	Administrative	Training	Participant Support
Agency Costs			
Salaries and Fringe Benefits			
Staff:			
Executive Staff	X		
Fiscal Staff	X		
Personnel Staff	X		
Legal Staff	X		
Audit Staff	X		
Data Processing Staff	X		
Maintenance Staff	X		
Supervisors	X		
Clerical Assistant to a Supervisor	X		
Program Analysts	X		
Labor Market Analysts	X		
Training Personnel		X	
Clerical Asst. to Trng. Personnel		X	
Job Developer		X	
Job Related Counselor for Partic.		X	
Financial Counselor for Partic.			X
Participant:			
50% of Partic. for Limited Work Experience Program		X	X
100% of Partic. for Non-Limited Work Experience Program			X
250 Hours of Tryout Youth Employment		X	
Travel	X	X	X
Telephone	X	X	X

	Administrative	Training	Participant Support
Postage	X	X	X
Advertising	X	X	X
Rent - Office Space	X	X	X
Rent - Classroom Space	X	X	X
Utilities	X	X	X
Materials, Supplies	X	X	X
Books	X	X	X
Teaching Aids		X	
Equipment	X	X	X
Costs of Specific Activities:			
Tuition for Participants - portion representing instructional costs		X	
Entrance Fees for Participants - portion representing instructional costs		X	
Tuition and Entrance Fees for Participants - portion representing participant support costs		X	
Tuition and Entrance Fees for Participants - portion representing administration costs	X		
Staff Training	X		
Contracted Consultant Services Not Involving Direct Training or Support to Partic.	X		
Costs Incurred in the Establishment and Maintenance of a PIC	X		
Costs of Publishing a Grant Application	X		
Costs of Monitoring and Providing TA to Subrecipients	X		
OJT Costs		X	
Participant Outreach		X	
Employability Assessment		X	
Needs-Based Projects Expenditures			X
Supportive Services:			
Transportation			X
Health Care			X
Special Services and Materials for the Handicapped			X
Child Care			X
Meals			X
Temporary Shelter			X
Financial Counseling			X
Family Planning and Counseling			X
Employment Generating Activities:			
Activities to Increase Job Opportunities for Eligible Individuals (such as Business Development Assistance and Job Restructuring	X		

	Administrative	Training	Participant Support
Marketing of Business Development Assistance	X		
Collection and Analysis of LMI (including Employer Surveys)	X		
Employer Outreach to Obtain Job Listings and Training Opportunities		X	
Development of Customized Training		X	
Job Development		X	
Purchases of Materials and Equipment necessary for participants to enter training programs		X	
Purchases of Materials and Equipment necessary for participants to accept a job			X

Section 6: Definitions of JTPA Program Areas

A. "Preparation for Employment Training"

Program components that result in bringing individuals to a level where they will be able to participate in further training or obtain employment. Components provided under this program area may result in employment, or may achieve specific objectives for an individual. Examples are: attainment of a high school diploma, a GED certificate, Adult Basic Education, education for employment programs, preemployment skills training.

B. "Vocational Skills Training"

Program components that are focused toward learning skills for a specific occupational area. Components provided under this program area should result in employment. Examples are: A specific course of study at a secondary or vocational school or other training program, retraining laid off workers for different jobs.

C. "Employer Linked Training"

Program components that are focused toward learning skills for a specific occupational area and are linked to being placed in an unsubsidized job upon completion of the training. The involvement of the employer in this type of training should occur in the first planning stages to be classified in this program area. Additionally, there must be a commitment by an employer or group of employers to hire the participants upon successful completion of training. Examples are: on-the-job training (OJT), customized training, entry employment experience programs, upgrading, retraining, private sector training.

D. "Placement Related Training"

Program components that are designed to assist individuals who have adequate vocational skills to get and keep a job. Examples are: job search assistance, job counseling, relocation assistance, job clubs, employer outreach, job development, school-to-work transition assistance programs, or job counseling after being hired.

E. "Training Program Entry Activities"

Program components which must be done for JTPA eligible participants in order for them to enter a program. Examples: participant outreach, counseling, and employability assessment to determine participants' eligibility for, and the appropriateness of, JTPA programs to assist them in becoming employable.

MATCHING REQUIREMENTS: DEFINITIONS AND GUIDELINES

A. This section sets forth criteria and procedures for the allowability of cash and in-kind contributions made to satisfy the matching requirements in JTPA.

B. The following definitions apply:

1. "Project costs". Projects costs are all allowable costs incurred by a grantee and the value of the in-kind contribution made by the grantee or third parties in accomplishing the objectives of the grant during the project or program period.

2. "Cash contributions". Cash contributions represent the grantee's cash outlay, including the outlay of money contributed to the grantee by other public agencies and institutions, and private organizations and individuals.

3. "In-kind contributions". In-kind contributions represent the value of noncash contributions provided by the grantee, and non-Federal parties. In-kind contributions may be in the form of charges for real property and nonexpendable personal property and the value of goods and services directly benefiting and specifically identifiable to the project or program.

C. The cost-matching contribution may consist of:

1. Charges incurred as project costs including charges not requiring cash outlays during the grant or agreement period (such as depreciation and use charges for buildings and equipment);

2. Project costs financed with cash contributed, donated or with program income;

3. Project costs represented by donated services and donated real or personal property, or the use thereof;

4. Property purchased with federal funds, only when the use of such funds for cost-matching is explicitly authorized by the Federal legislation under which the non-DOL funds were received. However, no Federal funds may be used to satisfy the cost matching requirement for dislocated worker programs.

5. For dislocated worker programs only, Unemployment Compensation paid to participants from a State fund (non-Federal funds) while enrolled in

dislocated workers programs may be credited for up to 50 percent of the matching requirement, e.g., non-Federal portion of Extended Benefits can be used for the matching portion.

D. Cash and in-kind contributions shall be used as part of a matching share requirement under a JTPA grant only if the contributions meet all of the following criteria:

1. Costs are verifiable from available records;

2. Costs are not included as matching contributions for any other federally assisted project;

3. Costs are necessary and reasonable for proper and efficient accomplishment of project objectives;

4. Costs are allowable under other provisions of these regulations; and

5. Costs are not paid by the Federal Government under another assistance agreement, except that matching share for 8% funds may be from other Federal programs where the other Federal programs allow such a use.

E. Values for in-kind contributions will be established as the actual cost in accordance with other provisions of these regulations.

F. Specific provisions for the valuation of donations and volunteer services are set forth below:

1. Volunteer services shall be valued at rates which are consistent with rates paid for similar work in the agency. Where the agency has no similar skills in its organization, they shall be valued at rate which are consistent with rates paid for similar work in the labor market in which the agency is located;

2. If an employer (other than the subrecipient) volunteers the services of an employee to perform needed services, these services shall be valued at the employee's regular rate of pay (exclusive of fringe benefits and overhead costs) if these services are in the same skill for which the employee is normally paid. If the services are not in the same skill for which the employee is normally paid, the rates shall be determined in accordance with criteria set forth in paragraph (a) of this section;

3. Expendable personal property may include such items as expendable equipment, office supplies, laboratory supplies, or workshop and classroom supplies. Values assigned to such property for cost matching purposes should be reasonable and should not exceed the fair market value of the property at the time of donation;

4. The value of donated nonexpendable personal property, donated equipment and donated space shall not exceed the fair rental value of similar items at the time of their donation;

5. Depreciation and use charges for donated nonexpendable personal property and real property may be made in accordance with other provisions of these regulations.

G. The following requirements pertain to the agency's supporting records for in-kind contributions from non-Federal third parties.

   1. Volunteer services must be documented and, to the extent feasible, supported by the same methods used by the agency for its employees.

   2. The basis for determining the valuation for personal services, material, equipment, buildings, and land must be documented.

H. GETO will review matching contributions of each grantee.

JTPA COST CATEGORIES
LINE ITEMS/TYPES OF COSTS PER LINE ITEM

ADMINISTRATION

STAFF WAGES

STAFF FRINGE
- FICA
- Retirement
- Health & Life
- Worker's Comp
- UC
- Other

STAFF TRAVEL
- Mileage
- Per Diem
- Travel Fares
- Other

FACILITIES
- Rent
- Utilities
- Other

EQUIPMENT PURCHASE

OTHER DIRECT COSTS
- Telephone & Telegraph
- Postage
- Photo Copying
- Printing
- Materials & Supplies
- Data Processing
- Conference/Workshop Fees
- Contractual Services
- Equipment Rental
- Other

PERFORMANCE PAYMENTS

INDIRECT COSTS

TRAINING

STAFF WAGES

STAFF FRINGE
- FICA
- Retirement
- Health & Life
- Worker's Comp
- UC
- Other

STAFF TRAVEL
- Mileage
- Per Diem
- Travel Fares
- Other

FACILITIES
- Rent
- Utilities
- Other

EQUIPMENT PURCHASE

OTHER DIRECT COSTS
- Telephone & Telegraph
- Postage
- Photo Copying
- Printing
- Materials & Supplies
- Data Processing
- Conference/Workshop Fees
- Contractual Services
- Equipment Rental
- Other

PERFORMANCE PAYMENTS

PARTICIPANT COSTS
- Tuition Fees
- WE Wages & Fringe Benefits
- Payments in Lieu of Wages
  - OJT
  - Tryout Employment
- Materials and Expenses
  - Supplies
  - Books
  - Other

PARTICIPANT SUPPORT

STAFF WAGES

STAFF FRINGE
- FICA
- Retirement
- Health & Life
- Worker's Comp
- UC
- Other

STAFF TRAVEL
- Mileage
- Per Diem
- Travel Fares
- Other

FACILITIES
- Rent
- Utilities
- Other

EQUIPMENT PURCHASE

OTHER DIRECT COSTS
- Telephone & Telegraph
- Postage
- Photo Copying
- Printing
- Materials & Supplies
- Data Processing
- Conference/Workshop Fees
- Contractual Services
- Equipment Rental
- Other

PERFORMANCE PAYMENTS

PARTICIPANT COSTS
- WE Wages & Fringe Benefits
- Needs Based Payments
- Supportive Services
  - Health Care
    - Medical Exams
    - Other
  - Day Care
  - Transportation
  - Emergency Support
  - Relocation
  - Other
- Other

CRITERIA FOR REVIEW

JTPA 8% Education and Coordination Grants

Department of Public Instruction

1. ABSTRACT	Is Abstract complete?
2. TARGET POPULATION	a. Do the target populations to be served by this project conform with those listed in the DPI Information Bulletin?
	b. Does the Target Population Chart identify a primary target population?
	c. Does the Target Population Chart identify overlapping population areas?
	d. On the "Characteristics" section of the chart, are the percentages of total participants to be served consistent with the SDA's percentages?
3. PROGRAM AREA SUMMARY	a. Is a program area identified?
	b. Do program components logically relate to identified program areas?
	c. Do the program areas and program components logically relate to the target populations and characteristics identified on the Target Population Chart?
4. PROBLEM ANALYSIS	a. Does the problem analysis contain relevant data which justifies an identified need in the SDA?
	b. Is the "relevant data" consistent with SDA data?
5. GOALS	a. Is the goal clearly stated?
	b. Is the goal statement logically related to or appropriate for the problem analysis?
	c. Does the goal reflect expected outcomes?
	d. If the goal(s) is attained, will the identified needs actually have been met, reduced or satisfied?
	e. Does the project meet one or more of the expected outcomes listed in the DPI Information Bulletin?

6. PERFORMANCE OBJECTIVES

a. Logical Relationship of Objective to Goal:
- Will the attainment of the objective contribute significantly to the attainment of the goal?
- Is the objective an indicator of a key aspect of the goal?
- Considered together, do the performance objectives encompass all significant aspects of the goal?

b. Measurability of the Objective?

Does the objective include a clear statement of:
- Who performs?
- Description of the performance, behavior or activity to be accomplished?
- Conditions under which or setting in which the performance occurs?
- How performance will be measured?
- What measurement or measurements are to be made?
- Criteria for judging success or level of performance to be attained?
- How and by whom performance is to be judged (if appropriate)?

7. ACTIVITIES

a. For each objective, is there a sequence of activities, which, when completed, should ensure the attainment of the objectives?

b. Is the sequence of activities proposed logical and complete?

c. Does each activity include:
- A description of the activity to take place?
- When the activity is to be initiated or completed?
- Who will be responsible for the occurrence of the activity?
- What documentation will be used as evidence that the activity occurred?

8. MONITORING AND EVALUATION

a. Are the methods and procedures for evaluating the objective clearly described and appropriate for the objective.

b. Are the measurement instruments described clearly, do they appear to measure what the objective describes, and are the instruments reliable?

c. Is a schedule established for evaluation activities and is the schedule appropriate for the design of the study?

d. Is a person specified as the one responsible for seeing that the data are gathered?

e. Is there provision for monitoring activities and obtaining feedback for decision-making, include description of the means for insuring that the process steps occur according to schedule, evaluation of process or implementation activities throughout the term of the project and an explanation of the ways that feedback and monitoring data will be used to guide decisions during the term of the project?

f. Are the procedures for analysis of data appropriate for the design of the study?

DEPARTMENT OF PUBLIC INSTRUCTION
Box 7841, Madison, Wisconsin 53707

JTPA 8% EDUCATION & COORDINATION GRANTS

Submittal LEA Agency	Title of Project	
Reviewer	Signature of Reviewer	Date of Review

I. NARRATIVE REVIEW - ITEMS 1 THRU 8

A. RATING

Rate the items below (low, average, high) where low indicates an unacceptable item, average indicates an acceptable item and high indicates as excellent item.

ITEM		RATING Low	Average	High
1. ABSTRACT. Is an acceptable abstract present?				
2. TARGET POPULATION CHART. Rate Chart data for: (a)conformity with DPI's target populations, and (b)conformity with SDA's equity statistics.				
3. PROGRAM AREA SUMMARY. Rate the summary for the degree to which it: (a)logically relates program area to the program components, and (b)logically relates to the target populations and characteristics identified on the Target Populations Chart.	(a			
	(b			
4. STATEMENT OF NEEDS. Rate the statement of needs for the use of valid information on target populations in determining needs.				
5. GOALS. Rate the goals for the degree to which goals are derived from and logically related to the needs, are clearly stated and reflect outcomes.				
6. PERFORMANCE OBJECTIVES. Rate the performance objectives for: (a)the degree to which performance objectives are logically related to the goals and cover the goals completely, and (b)the degree to which performance objectives are measurable and reflect outcomes.	(a			
	(b			
7. ACTIVITIES. Rate the activities for the degree to which the activities are logically related to the performance objectives and for the logic and completeness of the sequence of events described.				
8. EVALUATION DESIGN. Rate the evaluation design for the method for evaluating outcomes described in the performance objective, including the procedures, measurement instruments, schedule, monitoring and data analysis.				

B. DESCRIPTION OF WEAKNESS

Describe any weakness detected in items 1 thru 8.

ITEM NO.	WEAKNESS

II. NARRATIVE REVIEW - ITEMS 9 THRU 18

A. ITEM EVALUATION

Indicate by checking "yes" or "no" whether, according to the nature of the program described, you judge the responses to items 9 thru 18 to be adequate.

ITEM	YES	NO
9. CALENDAR OF ACTIVITIES. Is the calendar of activities appropriate and comprehensive enough to assure the logical development of the project?		
10. STAFF DEVELOPMENT. Is the staff development design appropriate to the performance objectives of the project?		
11. FACILITIES, EQUIPMENT AND MATERIALS. Is there an appropriate relationship between the kinds and cost of special facilities, materials and equipment requested and the project design?		
12. ACADEMIC CREDIT. Does the project result in earning credits toward graduation?		
13. INTERAGENCY PARTNERSHIPS. Does the project develop interagency partnerships with other agencies/organizations?		
14. PROGRAM INTEGRATION. Is the project integrated into the LEA's total education program?		
15. MODEL PROGRAM. Can this project serve as an innovative/exemplary and adaptable/adoptable model for other areas of the state?		
16. DUPLICATION. Does the project document that it does not duplicate other existing programs, but links with existing programs funded with other resources?		
17. CASE MANAGEMENT. Does the project have a case management system for individual clients which develops an Individualized Education and Training Plan (IETP) for each participant?		
18. ASSURANCES. Does the project adequately respond to Required Assurances (1-16)?		

B. DESCRIPTION OF WEAKNESS

Decribe the weakness detected in each item given "no" above.

ITEM NO.	WEAKNESS

III. GENERAL QUALITY OF THE PROJECT

A. EVALUATION

1. PROPOSAL RATING. On a scale of low to high, indicate the degree to which this project meets the intent of JTPA 8% Grants and is worthy of funding.

_______Low _______ Average _______ High

2. What do you perceive to be the major objective/purpose of the project?

B. PROJECT STRENGTHS

IV. SUGGESTIONS FOR PROJECT IMPROVEMENT

FUNDING APPEAL PROCEDURE
DPI 8% PROJECTS

STEP 1. The applicant for funding shall first attempt to arrive at an informal resolution of the funding decision with the State Superintendent or his designee.

STEP 2. When informal resolutions do not produce satisfactory results, a written appeal shall be submitted to the State Superintendent.

STEP 3. The State Superintendent shall render a written decision within 10 days of the receipt of a written appeal. The decision letter will also provide instructions on the next step in the appeal process.

STEP 4. If the written decision of the State Superintendent does not resolve the issue, the applicant for funding will be directed to appeal the State Superintendent's decision using procedures established by the Governor's Employment and Training Office.

Time frames in this procedure may be extended with the written consent of all parties involved and for good cause.

Section II

8% Application Forms

D
P
I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SERVICE AGREEMENT
Under the 8% Education Coordination and Grants Program
PI-8001

Collection of this information is a direct result of Public Law 97-300, the Job Training Partnership Act.

INSTRUCTIONS: Refer to detailed instructions included in the Instruction Manual. Complete and return to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

1. This Agreement is between: Service Delivery Area (SDA) No. and Service Provider	2. Operational Period *Mo./Day/Yr.* From: To:

3. Project Title

4. Summary of intended outcomes to be achieved by this project:

5. Target Populations to be served *Refer to Target Populations Chart*	6. Approximate No. of Total Participants in Project
7. Program Area	8. Provider

9. Under this agreement it is estimated that $ ____________ will be used to serve participants.

10. Service Provisions

a. Area	b. Service Provided By	c. Cost Per Participant	d. Paid By
Intake		$	
Eligibility Determination		$	
WIM Entry		$	

SIGNATURE/CERTIFICATION

THE FOLLOWING SIGNATURES CERTIFY that this project has been reviewed and is consistent with the SDA Job Training Plan.

Name of SDA Designated Official	Signature	Date
Name of Service Provider – Chief Administrator	Signature	Date
Name of DPI Program Administrator	Signature	Date

Comments:

D WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
P **CONSORTIUM VERIFICATION**
I PI-8002

Collection of this information is a direct result of Public Law 97-300, the Job Training Partnership Act

INSTRUCTIONS: Refer to detailed instructions included in the Instruction Manual. Complete and return to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 WEBSTER STREET
P.O. BOX 7841
MADISON, WI 57307

SDA Applicable

Participation in a DPI 8% project conducted by an LEA, CESA Consortium or State Agency must be verified by the participating LEAs

EACH OF THE UNDERSIGNED CERTIFIES that its agency agrees to be a participant in the DPI 8% project, that it will assume the obligations and responsibilities so incurred, and that the project will be administered by the LEA or CESA designated. *If more space is needed, duplicate this form.*

I. ADMINISTERING LEA/CESA/STATE AGENCY

LEA/CESA	Street Address	City	State	Zip
Chief Administrator	Chief Administrator Signature			Date

II. PARTICIPATING LEAs/CESAs

LEA/CESA	Street Address	City	State	Zip
Chief Administrator	Chief Administrator Signature			Date
LEA/CESA	Street Address	City	State	Zip
Chief Administrator	Chief Administrator Signature			Date
LEA/CESA	Street Address	City	State	Zip
Chief Administrator	Chief Administrator Signature			Date
LEA/CESA	Street Address	City	State	Zip
Chief Administrator	Chief Administrator Signature			Date
LEA/CESA	Street Address	City	State	Zip
Chief Administrator	Chief Administrator Signature			Date

III. OTHER PARTICIPATING AGENCY(IES)

Agency	Street Address	City	State	Zip
Chief Administrator	Chief Administrator Signature			Date
Agency	Street Address	City	State	Zip
Chief Administrator	Chief Administrator Signature			Date
Agency	Street Address	City	State	Zip
Chief Administrator	Chief Administrator Signature			Date
Agency	Street Address	City	State	Zip
Chief Administrator	Chief Administrator Signature			Date
Agency	Street Address	City	State	Zip
Chief Administrator	Chief Administrator Signature			Date

D
P
I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
JTPA PROJECT APPLICATION
Cover Sheet
PI-8003

Completion of this information is a requirement of Public Law 97-300, the Job Training Partnership Act.

INSTRUCTIONS: Refer to detailed instructions included in the Instruction Manual. Complete and return to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

SDAs Applicable

I. IDENTIFICATION

1. Program Delivery Agency		2. Telephone *Area/No.*	
2. Street Address	4. City	5. State	6. ZIP
7. Contact Person	8. Title		

II. PROGRAM

1. Program Name	2. Program Dates a. Beginning b. Ending
3. School District(s) and Agency(ies) Served	

4. Number of Participants Served by Program Area *Do not list participants in more than one program area.*

a. Preparation for Employment	b. Employer Linked Training	c. Placement Related Training	d. Voc. Skills Training	e. Training Program Entry Activities	f. Other *Specify*

III. BUDGET

Funding Type	Administration	Training	Participant Support	TOTALS
1. 8% Funds	15% maximum	70% minimum		
2. Matching Funds				
3. TOTALS				

IV. TARGET GROUPS AND PERCENT PLANNED SERVICE LEVEL

Refer to Target Population Chart

a. Group	% of Total	b. Group *Specify*	% of Total
Females	%		%
Minorities	%		%
Handicapped	%		%

V. OVERALL PERFORMANCE

a. Total No. of Participants	b. Cost per Participants	c. Total Placements		d. Cost per Placement	e. Total Positive Terminations		f. Cost Per Positive Termination	g. Wage at Placement
		#	%					
	$		%	$	#	%	$	$

VI. SIGNATURE OF ADMINISTERING OFFICER

Name of Chief Administrator	Agency
Signature of Chief Administrator ▶	Date *Mo./Day/Yr.*

D
P
I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TARGET POPULATIONS
PI-8004

Collection of this information is a direct result of Public Law 97-300, the Job Training Partnership Act.

INSTRUCTIONS: Refer to detailed instructions included in the Instruction Manual. Complete and return to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

I. TARGET POPULATIONS

a. TOTAL PARTICIPANTS TO BE SERVED ....

TARGET GROUPS:	b No. To Be Served	c % of Total Served
1. At Risk Youth–		
a. Dropouts		
b. Drug and Alcohol Abusers		
c. Non-Goal Directed Youth		
2. Adjudicated Delinquents, Incarcerated Youth and Recently Released		
3. Teenage Parents		
4. Special Populations–		
a. Limited English Proficiency (LEP)		
b. Minorities		
c. Females		
5. Handicapped		
6. Other *Includes Low Basic Skills*		
7. Unemployed Youth		
8. Rural Residents		

GENERAL CHARACTERISTICS/ETHNIC CATEGORIES *Each characteristic/area must equal 100%.*		d No. To Be Served	e % of Total Served
100% SEX	1. Male participants		
	2. Female participants		
100% AGE	1. 14–15 year olds		
	2. 16–18 year olds		
	3. 19–21 year olds		
100% ETHNIC CATEGORIES	1. American Indian/Alaskan Native		
	2. Asian/Pacific Islander		
	3. Black, not of Hispanic origin		
	4. Hispanic		
	5. White, not of Hispanic origin		

Participants will most likely be counted in more than one target population total, but no target population will number more than project participants.

Compute percentage by dividing the number to be served by the total number of participants.

Primary target population should correlate with the highest percentage listed. Project goals and objectives must focus on this primary target population.

Characteristic percentages should reflect those identified in the local job training plan.

D
P
I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SUMMARY SHEET
for JTPA Program Areas and Components
PI-8005

Collection of this information is a direct result of Public Law 97-300, the Job Training Partnership Act.

INSTRUCTIONS: Refer to detailed instructions included in the Instruction Manual. Complete and return to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

SUMMARY

Check the appropriate program area for your project and those program components your project is designed to include. All projects will identify a single program area. Though the majority of program components will be those listed in the program area, other program components may be integrated into projects.

- ☐ **Preparation for Employment Training**
    - ☐ Basic Life Skills Training/Survival Skills Training
    - ☐ Basic Skills Training/ABE/Remediation
    - ☐ Classroom Training
    - ☐ Education-for-Employment Program
    - ☐ English as a Second Language
    - ☐ GED
    - ☐ Labor Market Orientation
    - ☐ Pre-Employment Skills Training
    - ☐ Pre-Layoff Assistance
    - ☐ Preparation for Apprenticeship
    - ☐ Tutoring
    - ☐ Vocational Exploration
    - ☐ Work Experience

- ☐ **Employer Linked Training**
    - ☐ Basic Life Skills Training/Survival Skills Training
    - ☐ Basic Skills Training/ABE/Remediation
    - ☐ Classroom Training
    - ☐ Cooperative Education Program
    - ☐ Customized Training
    - ☐ On-the-Job Training
    - ☐ Pre-Apprenticeship Programs
    - ☐ Pre-Layoff Assistance
    - ☐ Private Sector Oeprated Training Programs
    - ☐ Retraining
    - ☐ Upgrading
    - ☐ Vestibule Training
    - ☐ Vocational Skills Training
    - ☐ Work Experience

- ☐ **Training Program Entry Abilities**
    - ☐ Coaching
    - ☐ Employability Assessment
    - ☐ Employability Development Planning
    - ☐ Labor Market Orientation
    - ☐ Participant Outreach

- ☐ **Other**
    - ☐ Employer Outreach
    - ☐ Employer Generating Services
    - ☐ Labor Market Information

- ☐ **Vocational Skills Training**
    - ☐ Advanced Career Training
    - ☐ Basic Life Skills Training/Survival Skills Training
    - ☐ Classroom Training
    - ☐ Cooperative Education Programs
    - ☐ Entry Employment Experience Program
    - ☐ Pre-Layoff Assistance
    - ☐ Preparation for Apprenticeship
    - ☐ Private Sector Operated Training Programs
    - ☐ Retraining
    - ☐ Vocational Skills Training
    - ☐ Work Experience

- ☐ **Placement Related Training**
    - ☐ Basic Life Skills Training/Survival Skills Training
    - ☐ Classroom Training
    - ☐ Coaching
    - ☐ Employment Counseling
    - ☐ Job Clubs
    - ☐ Job Corps
    - ☐ Job Development
    - ☐ Job Holding
    - ☐ Job Search Assistance
    - ☐ Job Seeking Skills Training
    - ☐ Labor Market Orientation
    - ☐ Pre-Layoff Assistance
    - ☐ Relocation Assistance
    - ☐ School-to-Work Transition Activities

- ☐ **Summer Youth Employment Program**
    - ☐ Basic Life Skills Training/Survival Skills Training
    - ☐ Basic Skills Training/ABE/Remediation
    - ☐ Classroom Training
    - ☐ GED
    - ☐ Job Holding
    - ☐ Job Restructuring
    - ☐ Job Search Assistance
    - ☐ Job Seeking Skills Training
    - ☐ Labor Market Orientation
    - ☐ Pre-Apprenticeship Programs
    - ☐ Work Experience

Comments:

D
P
I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
TIMETABLE OF ACTIVITIES
PI-8006

Collection of this information is a direct result of Public Law 97-300, the Job Training Partnership Act.

INSTRUCTIONS: Refer to detailed instructions included in the Instruction Manual. Complete and return to:

WISCONSIN DEPARTMENT OF PUBLC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

TIMETABLE OF ACTIVITIES

Anticipated Completion Date Mo./Day/Yr.	Activity Item *List chronologically the major activities*	Person Responsible

Use additional pages if necessary

D
P
I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
REQUIRED ASSURANCES
PI-8007

Collection of this information is a direct result of Public Law 97-300, the Job Training Partnership Act.

INSTRUCTION: Complete and return to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

ASSURANCES/COMPLIANCES

Briefly respond to each question to document your project's compliance with local, state and federal regulations and requirements.

1 Does your project address the priorities of the service plan developed by the local SDA?

☐ Yes ☐ No *Explain*

2. Does your projcet promote the development of skills applicable to jobs in the local labor market?

☐ Yes ☐ No *Explain*

3 What coordination efforts have been addressed in your project between LEA and VTAE and/or CBO and the private sector? *Itemize coordination efforts that may have occurred.*

4. Has your project solicited supportive services from state and local human resource agencies?

☐ Yes *Attach a letter of response from these agencies where applicable.*
☐ No

5. How is your project integrated into the total education program of the LEAs? *Include how project provides for the earning of credits toward graduation.*

6. How is your project innovative/exemplary and adaptable/adoptable to other areas of the state as a MODEL program?

7 How will existing supportive services be utilized under your project?

ASSURANCES/COMPLIANCES (continued)

8. How does your project link with existing programs that are currently funded with other resources? ***Document that the projects to be funded by the monies do not duplicate other existing programs or services.***

9. Describe how the most economically disadvantaged facing barriers to employment will be served in proportion to their incidence of eligibility within your SDA.

10. What case management system for individual clients will you use to develop an individual Education and Training Plan for each participant (IETP)? ***This plan will establish baseline data and prescribe appropriate services to meet an individual's education and training needs.***

11. How do your project's performance standards comply with local SDA identified standards? ***Include employment competencies where applicable.***

12. How does your project assure that the information gathered will be collected and entered on the WIMS?

13. Describe how the activities and services in your project coordinated with state and local economic development planning efforts in order to assure placement into unsubsidized jobs.

D P I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
STAFFING PATTERNS
PI-8008

Collection of this information is a direct result of Public Law 97-300, the Job Training Partnership Act.

INSTRUCTIONS: Complete and return to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCITON
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

Agency Submitting % Application

Effective Date *Mo./Day/Yr.*

Program Area

Job Title and Function	*Check if Match Position*	No. of Positions	100% TOTAL Salary*	Administration	% of Time	Training	% of Time	Participant Support	% of Time	Other JTPA	% of Time	Non-JTPA	% of Time
			$	$		$		$		$		$	

---

* *Do not include fringe benefits.*

D
P
I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
PROGRAM PLAN
PI-8009

INSTRUCTIONS: Complete and return to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

Program Area	Grant No.		
Agency Name	Grant Effective Dates to:	☐ New Plan ☐ Modification to Existing Plan	Effective Date of Modification
Agency Contact	Telephone *Area/No.*	Address *Street or P.O. Box*	City, State, Zip

EXPENDITURES

	Line Code	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	TOTAL
Administration	1													
Training	2													
Participant Support	3													
TOTAL	4													

ENROLLMENT

	Line Code	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	TOTAL
Beginning Monthly Enrollment	1													▨
New Participants	2													
Incoming Transfers	3													
Entered Unsubsidized Employment	4													
Transfers to Holding/ Temporary Interruption	IN 5 OUT													IN OUT
Transfers to Other Program	6													
Other Positive Termination	7													
Non-Positive Terminations	8													
Ending [illegible]thly Enrollment	9													▨

D
P
I

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
PROGRAM PLAN–Matching Funds
PI-8010

INSTRUCTIONS: Complete and return to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

Program Area	Grant No		
Agency Name	Grant Effective Dates to:	☐ New Plan ☐ Modification to Existing Plan	Effective Date of Modification
Agency Contact	Telephone *Area/No.*	Address *Street or P.O. Box*	City, State, Zip

EXPENDITURES

	Line Code	July	Aug	Sept.	Oct	Nov.	Dec.	Jan.	Feb	March	April	May	June	TOTAL
Project Cost Math	1	▨	▨		▨	▨		▨	▨		▨	▨		
Cash Contribution Match	2	▨	▨		▨	▨		▨	▨		▨	▨		
In-Kind Contribution Match	3	▨	▨		▨	▨		▨	▨		▨	▨		
TOTAL	4	▨	▨		▨	▨		▨	▨		▨	▨		
		▨	▨		▨	▨		▨	▨		▨	▨		
		▨	▨		▨	▨		▨	▨		▨	▨		

JTPA 8% BACK-UP BUDGET

Agency EXAMPLE

Effective Date ________________ Program Area: ________________

ADMINISTRATION			$ 7,762
Staff Wages:		$ 4,583	
1 Executive Director @ $27,144/yr. x 3% x 6 mos-50%	$ 407		
1 Sec/Bkkpr @ $8.00/hr-2,088/hr x 50% x 6 mos-50%	4,176		
Fringe Benefits:			
$4,583 x 25% (List Fringe and applicable rates)		1,146	
Travel: 300 miles/mo x 6 mos @ 21.5/mi		387	
Facilities:		206	
$1,200/mo @ 12% x 3% x 6 mos = 26	26		
$1,200/mo @ 5% x 50% x 6 mos = 180	180		
Equipment Purchase:			
1 used typewriter @ $600 or less; 1 desk @ $300 or less; 1 chair @ $90 or less		990	
Other Direct Costs:		450	
Telephone: $150/mo @ 20% x 6 mos	180		
Materials/Supplies - $25/mo x 6 mos	150		
Photocopying @ .05 per copy/$20 per mo @ 6 mos	120		
TRAINING			231,900
Staff Wages:			
3 Job Developers @ $1,740/mo x 6 mos @ 100%		31,320	
Fringe Benefits: $1,320 x 25%		7,830	
Facilities: $1,200/mo @ 30% x 6 mos		2,160	
Other Direct Costs:		3,390	
Telephone: $150/mo @ 40% x 6 mos	360		
Materials/Supplies: $30/mo x 6 mos	180		
Photocopying @ .05/$30 per mo @ 6 mos	180		
Printing: Informational Bulletins @ 300 x $2/per	600		
Conference/Workshop Fees: 3 x $50	150		
Contractual Services: Eligibility Determination 120 participants @ $16 per	1,920		
Participant Costs:			
Payments in Lieu of Wages: 120 Participants @ $6.00/hr x 50% x 13 wks @ 40 hrs/wk		187,200	
PARTICIPANT SUPPORT			2,958
Daycare: $30/wk x 3 wks x 30 participants		2,700	
Travel: 15 miles @ 21.5/mi x 80 participants		258	
TOTAL		$242,620	242,620

JTPA 8%
BACK-UP BUDGET

Agency ____________________

Effective Date ____________ Program Area: ____________

MATCHING FUNDS
BACK-UP BUDGET

Agency ____________________

Effective Date ____________ Program Area: ____________

DESCRIPTION AND DERIVATION	TYPE *Cost *Cash *In-Kind	FUND SOURCE	AMOUNT

MATCHING FUNDS
BUDGET

Agency ____________________

Effective Date ____________ Program Area: ____________

PROJECT COST MATCH - $ ____________

CASH CONTRIBUTION MATCH - $ ____________

IN-KIND CONTRIBUTION MATCH - $ ____________

TOTAL MATCH - $ ____________

JTPA 8% BUDGET

Agency ______________________________

Effective Date ____________ Program Area: ____________________

ADMINISTRATION

Staff Wages - ____________ - $ ____________
Staff Fringe - ____________
Staff Travel - ____________
Facilities - ____________
Equipment Purchase - ____________
Other Direct Costs - ____________
Performance Payments - ____________

TRAINING

Staff Wages - ____________
Staff Fringe - ____________
Staff Travel - ____________
Facilities - ____________
Equipment Purchase - ____________
Other Direct Costs - ____________
Performance Payments - ____________
Participant Costs: - ____________
  Tuition Fees - ____________
  WE Wages & Fringe Benefits - ____________
  Payments in Lieu of Wages - ____________
  Materials & Expenses - ____________
  Other - ____________

PARTICIPANT SUPPORT

- $ ____________

Staff Wages - ____________
Staff Fringe - ____________
Staff Travel - ____________
Facilities - ____________
Equipment Purchase - ____________
Other Direct Costs - ____________
Performance Payments - ____________
Participant Costs: - ____________
  WE Wages & Fringe Benefits - ____________
  Needs Based Payments - ____________
  Supportive Services - ____________
  Other - ____________

TOTAL - ____________

MATCHING FUNDS
BACK-UP BUDGET

Agency ______________________________

Effective Date ________________ Program Area: ________________

DESCRIPTION AND DERIVATION	TYPE *Cost *Cash *In-Kind	FUND SOURCE	AMOUNT
Equipment for Training: Computers $6,700 at life of 5 yrs - 12 mos x 6 mos duration of use	Project Cost	Donated by Employer (or Agency); purchased w/ company revenue (or local tax funds)	$ 3,350
Employer Contracts: 120 Participants @ $6.00/hr x 50% x 13 wks @ 40 hrs/wk	Cash	Paid by employer w/ company revenue	187,200
Non-Tuition Costs: 10 Participants @ 15 credits x $ __x__ net cost per credit (The net cost per credit is calculated by District based on the their most recent actual cost allocation summary forms using functions 1, 2, and 3)	Cash	State Aid (GPR) and local tax funds	x,xxx
UC Payments: 30 Participants x $140 average weekly payment x 6 wks	Cash	State share of UC funds	25,200
Volunteer Time: CPA Consultant to provide financial planning assistance to Participants $20 x 1 hr/wk x 15 wks	In-Kind	Mr/s John/Jane Jones Employer Firm (may or may not be employed currently)	300
TOTAL MATCH			$xxx,xxx

Chapter 19

PROPOSAL REQUEST FOR TITLE IIA AND TITLE IIB FUNDS

The Dane County Private Industry Council Inc. request for proposals is designed to solicit proposals from agencies within a one county urban and rural PIC. The request for proposals is strong in the areas of 1) describing planning and development activities; 2) goals and objectives; 3) eligibility guidelines; and 4) programming guidelines and directions to proposal writers and developers. The PIC intends to serve a significant number of handicapped youth and adults. Twenty percent of the JTPA clients in Title IIA and IIB must be handicapped youth and adults.

This request for proposals clearly defines the population to be served, the type of proposals to be developed and the process by which service providers will be selected.

EXHIBIT 1

DANE COUNTY PRIVATE INDUSTRY COUNCIL, INC.

REQUEST FOR PROPOSAL

JANUARY 22, 1986

INSTRUCTIONS

DEADLINE: FEBRUARY 13, 1986 AT 12:00 NOON NO EXCEPTIONS

NUMBER OF COPIES REQUIRED: 12

RETURN TO: DANE COUNTY PRIVATE INDUSTRY COUNCIL, INC.
3113 E. WASHINGTON AVENUE
MADISON, WI 53704
608-241-1175

**NOTE: If you are interested in applying, but aren't sure how to begin, please contact: Patricia Schramm, 608-241-1175 for technical assistance.

Introduction

The Dane County Private Industry Council's Planning and Development Committee is soliciting training programs for its Title II-A and B funds. The Private Industry Council's 1986 funding allocation from the State of Wisconsin will not be announced until the end of February, 1986. Budget requests should be based on estimated cost of providing the proposed service.

The PIC Planning and Development Committee is seeking program funding requests from private sector businesses, community based organizations, educational institutions, organized labor, and units of government. Proposals will be screened for compatibility to PIC goals and objectives.

Private Sector businesses who have employment and training opportunities are encouraged to submit proposals. Staff of the PIC will be available to answer questions and provide technical assistance with proposal development. Direct your inquiries to Patricia A. Schramm, Deputy Director, 608-241-1175.

PROPOSALS ARE DUE ON FEBRUARY 13, 1986 AT 12:00 NOON. NO EXCEPTIONS. PLEASE SUBMIT 12 COPIES.

Funding applicants must designate which Title they are applying for and whether their proposal represents services to youth or adults. Separate proposals must be submitted for each category of funding requested:

Adult - Title II-A
Youth - Title II-A
Youth - Title II-B (SUMMER YOUTH PROGRAM)

Description of Planning and Development Committee

The job of the Planning and Development Committee is to prepare recommendations for the Private Industry Council as to the design, development, and implementation of an employment and training strategy that will ensure the delivery of effective services to address the economic problems which impact the economically disadvantaged and unemployed, as well as business and industry in Dane County.

The Planning and Development process will have three stages:

Stage I - The Planning and Development Committee will meet as one unit. The primary objective will be to recommend overall goals and objectives to the Council for the 1986/87 funding allocation. The Committee members will formulate the overall goals and objectives from the perspective of their own expertise and the performance of the system in previous years.

Stage II - The Committee will split into two sub-groups (youth and adult). The objective is to give committee members a framework within which they will recommend future contractors. This will be accomplished by providing members with information as to: the effectiveness of past programming via evaluation and monitoring reports; what non-PIC resources are available and what service gaps remain via transcripts and testimony from the Public Hearing.

Stage III - The subcommittees (youth and adult) begin the proposal review process. Within the context of the goals and objectives and the information obtained during Stage II, the work groups will develop and recommend to the Executive Committee an employment and training service delivery system.

Goals and Objectives

Goals

It is the Dane County Private Industry Council's employment and training policy to promote the fullest use of Dane County's human resources through training and retraining of the County workforce and those who will enter the workforce and to (thereby) strengthen the local economy by improving Dane County's commerce and industry.

Emphasis will be placed upon appropriate support for those members of the workforce and potential workforce who are unable to benefit from traditional private and public sector training without additional assistance. It is further the goal of the Dane County Private Industry Council to bring together in partnership private citizens for the purpose of developing employment and training policy and program planning to best ensure the delivery of effective services to address economic problems which impact the economically disadvantaged and unemployed, as well as business and industry, in Dane County.

Objectives

Objective 1

Focus on training for jobs that have a potential for career and skill development and which will earn for the economically disadvantaged and unemployed a wage and benefit which can be considered as a financial replacement for public assistance benefits. Provide skill training in occupational areas that compliment economic development in Dane County. Provide bilingual and bicultural supports whenever possible. Target training to:

PRIMARY GROUPS	1986/1987
FEMALES	55.0%
COUNTY	41.0%
MINORITY	
BLACK	20.0%
HISPANIC	5.5%
OLDER ADULT	2.6%
AFDC/WEOP	28.0%
DROPOUTS	27.0%
*HANDICAPPED	20.0%

SECONDARY GROUPS	1986/1987
PUBLIC ASSISTANCE	16.2%
DISPLACED HOMEMAKER	16.2%
TEENAGE PARENTS	8.3%
OFFENDERS	4.2%
VETERANS	3.5%
REFUGEES	3.4%

NOTE: Targeted populations in the primary group are mandated by the Department of Industry, Labor and Human Relations and the Division of Employment and Training Policy.

* HANDICAP: The handicap must be documented. The definition is as follows:

The applicant must meet ONE of the criteria below:

a. The applicant has a physical or mental disability that constitutes a barrier to employment.
   A disability constitutes a barrier to employment when it substantially limits the applicant's major life activities (functions such as caring for one's self, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning, working and receiving education or vocational training) OR,

b. The applicant has a record of such a limitation, OR

c. The applicant is regarded by others as having such a limitation.

NOTE: Inability to speak English does not constitute a "physical or mental disability."

Objective 2

Provide adequate opportunity for PIC sponsored participants to acquire the basic educational credentials needed to be successful in the Dane County labor market by direct allocation of funds or non-financial agreements with educational institutions. Provide bilingual and bicultural support whenever possible.

Objective 3

Ensure that all enrolled youth will be assessed for basic skill deficiencies and will be provided with the services to remedy these deficiencies.

Objective 4

Focus on training for jobs that provide a career path including in occupations in areas of emerging technologies.

Objective 5

Increase job placement success of participants:

- Achieve a 65% placement rate.
- Improve the earned income of participants by increasing average wage at placement by 3.5% over the previous year's average wage at placement.
- Achieve an average wage at placement for women that is a minimum of 90% of the average wage of men.
- Increase job retention after placement to 70%.
- Make occupational training available to women that will expand their occupational opportunity and role expectations.

Objective 6

Prepare a plan to achieve an equitable distribution of PIC resources to persons outside the City of Madison.

Objective 7

Maintain a uniform system of intake, assessment, and referral that will provide maximum accessibility for Dane County residents seeking PIC sponsored services.

Objective 8

Develop a plan to coordinate PIC programming with economic development activities throughout Dane County. Set aside $20,000 to assist the PIC efforts that are targeted to programming which demonstrates partnership with local economic development activities and supports the Council efforts to serve females.

Objective 9

Increase access to and coordination of support services for participants, such as transportation, child care, and mental health services among PIC and non-PIC agencies.

Objectives: Title IIB (Summer Youth Program)

Goals

It is the Dane County Private Industry Council's employment and training policy to promote the fullest use of Dane County's human resources through training and retraining of the County workforce and those who will enter the workforce and to (thereby) strengthen the local economy by improving Dane County's commerce and industry.

Emphasis will be placed upon appropriate support for those members of the workforce and potential workforce who are unable to benefit from traditional private and public sector training without additional assistance. It is further the goal of the Dane County Private Industry Council to bring together in partnership private citizens for the purpose of developing employment and training policy and program planning to best ensure the delivery of effective services to address economic problems which impact the economically disadvantaged and unemployed, as well as business and industry, in Dane County.

Objective 1

To integrate Title IIB programming with Title IIA programming so the PIC sponsored IIB eligible youth can participate in year round activities that are jointly planned, designed, and implemented with Title IIA programs.

Objective 2

Target Programming to:

PRIMARY GROUPS	1986/1987
FEMALES	55.0%
COUNTY	41.0%
MINORITY	
BLACK	20.0%
HISPANIC	5.5%
OTHER MINORITY	3.8%
AFDC/WEOP	28.0%
DROPOUTS	27.0%
*HANDICAPPED	20.0%

SECONDARY GROUPS	1986/1987
PUBLIC ASSISTANCE	16.2%
TEENAGE PARENTS	8.3%
OFFENDERS	4.2%
REFUGEES	3.4%

Objective 3

Allocate funds to programming that will provide:

- Basic education, including reading comprehension, math computation, writing, etc., emphasizing application to the world of work. Ensure that all youth will be assessed for basic skill deficiencies and services will be provided to remedy those deficiencies.
- Pre-employment skills including use of occupational information, career planning, and job search techniques.
- Work maturity skills including development of work habits, attitudes and behavior.
- Job specific skills through work experience or vocational exploration opportunities in occupational areas that have a career path.

Objective 4

Arrange academic credit for successful completion of summer programming whenever possible.

GUIDELINES FOR TITLE II-A PROGRAMMING

Title II-A of the Job Training Partnership Act (JTPA provides funds to assist unemployed and economically disadvantaged Dane County residents secure permanent unsubsidized employment. More than 36,000 adults residing in Dane County are eligible for services under this program.

The Title II-A Program Consists of Two Major Parts

A. Services to Adults

50 percent of the funds available must be expended on services to adults age 22 and older.

B. Services to Youth

50 percent of the funds available must be expended on services to youth ages 14 through 21.

Title II-B Program Restrictions

**All persons participating in Title II-B must be between the ages of 14 and 21 at the time of enrollment, and must also be economically disadvantaged. There is no 10% Window for Title II-B.

Allowable Activities

Your proposed program should emphasize one or a combination of the following activities:

1. ON-THE-JOB TRAINING (OJT)

   This is training, supervised by an employer in the public or private sector, for individuals who have been hired by the employer and are engaged in productive work.

2. OCCUPATIONAL CLASSROOM TRAINING (OCT)

This is training that is focused on skills for a specific occupational area.

3. CLASSROOM TRAINING - OTHER (CTO)

This includes any training with a set of curriculum, other than "Occupational Classroom Training" (which is a separate program activity) and "job search training and assistance" (which is a component included in the "Other" program activity).

4. WORK EXPERIENCE (WE)

This consists of short-term work assignments, limited to the public and private/non-profit sectors, for which a participant receives wages and benefits.

5. SUMMER EMPLOYMENT (SE)

This includes all employment activities funded under JTPA Title II-B, other than OJT and WE.

6. OTHER (OA)

Any other JTPA activity, as defined in the Act.

Eligibility

To be eligible for the program, a participant must be:

a. Economically disadvantaged (see chart)

b. An unskilled adult or youth

c. Facing serious barriers to employment, including teenage parents, drug and alcohol abusers, high school dropouts, welfare recipients, handicapped, female, older workers, etc.

d. A resident of Dane County

e. A citizen of the United States or a lawfully admitted resident alien, refugee, parolee, or other person authorized to work in the United States.

f. Not in violation of Selective Service Registration requirements.

JTPA INCOME GUIDELINES FOR DETERMINING ECONOMICALLY DISADVANTAGED
REVISED, EFFECTIVE 6/11/1985

NUMBER IN FAMILY (INCLUDING APPLICANT)	POVERTY LEVEL	OR	70% OF LOWER LIVING STANDARD INCOME LEVEL (LLSIL)
1	$ 5,250		$ 4,370
2	7,050		7,160
3	8,850		9,830
4	10,650		12,130
5	12,450		14,310
6	14,250		16,740
7	16,050		19,170
8	17,850		21,600
9	19,650		24,030
10	21,450		26,460
11	23,250		28,890
12	25,050		31,320
For each additional family member, add:	1,800		2,430

Allowable Costs

Title IIA

Administration (Limited to 5.0% for Title II-A and 4.5% for Title II-B, Summer Youth Employment)

Some examples of administrative costs are: The salary of a clerical assistant to a supervisor; that part of an instructor's salary representing time spent supervising other instructors; desk top supplies used by supervisors; and in general, services under contract not involving direct training or support to participants.

Training (These costs should represent a minimum of 70% of the total cost).

Training costs include the following: salaries, fringe benefits, equipment and supplies of personnel engaged in providing training; books and other teaching aids; equipment and materials used in providing training to participants and for use by participants while in a training program, whether or not the equipment and materials become the property of the participant; classroom space and utility costs; and that part of tuition and entrance fees which represent instructional costs which have a direct and immediate impact on participants, 50% of work experience wages matched to classroom activity. Training costs also include costs for: On-the-Job Training; employer outreach necessary to obtain job listings or job training opportunities; job related counseling for participants; participant outreach, employability assessment and job development; the development of customized programs.

Participant Support (Limited to 15% of the total cost)

> Such supportive services may include transportation, health care, special services and materials for the handicapped, child care, meals, temporary shelter, financial counseling, participant allowance or needs based payments, 100% of work experience wages and fringe benefits if not in combination with a classroom training activity, 50% of work experience wages and fringe benefits if in combination with a classroom training activity, and other reasonable expenses required for participation in the training program and may be provided in-kind or through cash assistance.

Example of Allowable Budget Percentages

Title IIA

ADMIN.	5.0%	MAXIMUM OF BUDGET
TRAINING	70.0%	MINIMUM OF BUDGET
PARTICIPANT SUPP.	15.0%	MAXIMUM OF BUDGET

TOTAL BUDGET MUST EQUAL 100%.

Title IIB

ADMIN.	4.5%	
TRAINING & PARTICIPANT SUPPORT	95.5%	(COMBINED)
TOTAL	100.0%	

DANE COUNTY PRIVATE INDUSTRY COUNCIL, INC.

REQUEST FOR PROPOSAL

APPLICATION

JANUARY 22, 1986

SUBMISSION DEADLINE: FEBRUARY 13, 1986 AT 12:00 NOON NO EXCEPTIONS

NUMBER OF COPIES REQUIRED: 12

RETURN TO: DANE COUNTY PRIVATE INDUSTRY COUNCIL, INC.
3113 E. WASHINGTON AVENUE
MADISON, WI 53704
608-241-1175

_______CHECK FUND CATEGORY FOR WHICH YOU ARE APPLYING

TITLE II-A ADULT (22-69)__________
TITLE II-A YOUTH (14-21)__________
TITLE II-B YOUTH (14-21)__________
(SUMMER YOUTH PROGRAMMING)

SEPARATE PROPOSALS MUST BE SUBMITTED FOR EACH CATEGORY OF FUNDING REQUESTED:

TITLE IIA - ADULT
TITLE IIA - YOUTH
TITLE IIB - YOUTH - SUMMER PROGRAM

DANE COUNTY PRIVATE INDUSTRY COUNCIL, INC.
3113 E. WASHINGTON AVENUE
MADISON, WI 53704
PHONE; 608-241-1175

CHECK ONE: TITLE IIA-Adults ---
TITLE IIA-YOUTH ---
TITLE IIB-SUMMER YOUTH ---

1986 EMPLOYMENT AND TRAINING PROGRAM PROPOSAL

PROGRAM SUMMARY

COMPANY/AGENCY____________________ PHONE:________________

ADDRESS:______________________________________

STREET CITY STATE ZIP

CONTACT PERSON:________________ NAME OF PROGRAM:________________

TARGET GROUPS	PIC GOAL FEMALE %	PROPOSED GOAL FEMALE %	#	PIC GOAL MALE %	PROPOSED GOAL MALE %	#	PIC TOTAL GOAL %	PROPOSED TOTAL GOAL %	#
TOTAL	55.0%			45.0%			100%		
COUNTY	41.1%			41.1%			41.1%		
BLACK	20.0%			20.0%			20.0%		
HISPANIC	5.5%			5.5%			5.5%		
OTHER MINORITY	3.8%			3.8%			3.8%		
OLDER ADULT	2.6%			2.6%			2.6%		
AFDC/WEOP	28.0%			28.0%			28.0%		
DROPOUTS	27.0%			27.0%			27.0%		
HANDICAPPED	20.0%			20.0%			20.0%		

SECONDARY GROUPS:

	PIC GOAL	PROPOSED GOAL
PUBLIC ASSISTANCE	16.2%	
DISPLACED HOMEMAKER	16.2%	
TEENAGE PARENTS	8.3%	
OFFENDERS	8.3%	
VETERANS	3.5%	
REFUGEES	3.4%	

AUTHORIZED SIGNATURE TITLE DATE

BUDGET	PRIMARY	*SUBGRANTS	TOTAL
ADMINISTRATION	$______ ______%	$______ ______%	$______ ______%
TRAINING OPERATING COSTS	$______ ______%	$______ ______%	$______ ______%
WORK EXPERIENCE WAGES	$______ ______%	$______ ______%	$______ ______%
PARTICIPANT SUPPORT	$______ ______%	$______ ______%	$______ ______%
TOTAL	$______ ______%	$______ ______%	$______ ______%
NON-PIC FUNDS	$______ ______%	$______ ______%	$______ ______%
TOTAL # OF STAFF	________	________	________

* LIST SUBGRANT AGENCIES/COMPANIES ______________________________

* ITEMIZE NON-PIC FUNDS PROJECTED TO SUPPORT THE PROPOSED ACTIVITY (STATE THE FUND SOURCE AND THE DOLLAR AMOUNT).

____

Performance Standards (subject to change)

CATEGORY	*PERFORMANCE STANDARD	PROPOSED PERFORMANCE
ADULT	//////////////////////////	///////////////////////
1.COST PER ENTERED EMPLOYM	$4,549	$
2.AVERAGE WAGE AT PLACEMNT	$ 4.49	$
2.ENTERED EMPLOYMENT RATE	51%	_____# _____%
2.WELFARE ENT. EMPL. RATE	47%	_____# _____%
YOUTH	//////////////////////////	////////////////////////
2.ENTERED EMPLOYMENT RATE	32%	_____# _____%
2.**POSITIVE TERM RATE	85%	_____# _____%
1.COST PER POSITIVE TERM	$ 3,427	$

*NOTE: Performance Standards are subject to change.

**DEFINE WHAT YOU PROPOSE WILL CONSTITUTE A POSITIVE TERMINATION:

**NOTE: Performance Standards mandated by the State of Wisconsin for the Dane County Private Industry Council.

1. Maximum cost per person

2. Minimum

**PLEASE FOLLOW THE ORDER PROVIDED AND ADDRESS THOSE ITEMS LISTED.

PROPOSAL NARRATIVE

1. Please describe your proposed program. Include:

   A-Concise Program Description
   B-Please state how each specified Private Industry Council objective will be accomplished.
   C-Occupational areas for which training will be offered
   D-Expected placement wage of applicant and benefits.
   E-Private Sector involvement
   F-If academic credit will be given

2. Describe what outreach efforts or strategy you will use to reach your targeted populations.

3. If you are proposing services to rural Dane County, state:
   (a) whether these services will be provided from a Madison based office (if so, how will you provide access), or from a rural site.
   (b) which geographic area(s) you are targeting, i.e., Mazomanie, Stoughton, Waunakee, etc.
   (c) What contacts you have established to ensure successful programming.

4. Program's Goals and Objectives (provide quantitative information whenever possible).

PLEASE LIMIT THE PRECEDING PORTION OF YOUR PROPOSAL TO FIVE (5) PAGES.

5. Subcontracts
   (NOTE: If you select a subcontract arrangement, the subcontracted program activities will not be tracked separately).

   a. Identify any areas of your program that will be subcontracted.

   b. List the agencies/companies, if identified, which will receive subgrants, specify the number of persons served by each subcontract.

   c. Identify the activities in which the subcontracts will operate.

   d. Provide subgrant agreements for agencies selected if available.

   e. For agencies which do not have Private Industry Council approved subgrant procurement procedures, outline your process and criteria for selecting subcontractors.

AGENCIES/COMPANIES NOT CURRENTLY UNDER CONTRACT WITH THE PRIVATE INDUSTRY COUNCIL:

1 - Briefly describe past experience/effectiveness in providing services and managing training programs.

2 - Provide Organizational Chart depicting the project's Administrative and functional responsibilities. The Chart should reflect lines of authority. Please include position titles.

PROVIDE TWO (2) COPIES OF THE FOLLOWING:

1 - Supporting document of legal authority (e.g., articles of incorporation, bylaws).

2 - Employer identification number from the Internal Revenue Service, and for non-profit agencies, a tax-exempt number.

3 - Copy of agency affirmative action plan or comparable EEO/non-discrimination policy.

4 - Briefly describe how you will monitor your own and subgrant activities and provide technical assistance to achieve your objectives, and provide service to your target groups.

5 - Outline planned evaluation activities related to the demonstrated nature of your project, including research design/approach and measures.

6 - Financial and Reporting Systems

   a) Identify who is responsible for and briefly describe how your agency's financial systems/procedures are designed to assure control of funds and timely financial reports.

   b) If you intend utilizing an indirect cost rate, describe the basis on which it is established.

   c) If applicable, address program income including specific amount planned to be generated, amount expended.

   d) Identify who will be responsible for assuring that all required participant information forms are accurately completed.

NOTE: If you are accepted as a contractor, the PIC staff will conduct a pre-funding audit prior to contract finalization and certificates of insurance for liability, bond, and workers compensation must be provided at that time.

DANE COUNTY PRIVATE INDUSTRY COUNCIL STAFFING PATTERN

AGENCY______________________________ EFFECTIVE DATE____________________

JOB TITLE/PROGRAM COMPONENT/FUNCTION	# OF POSITIONS	TOTAL SALARY INCL. FRINGE BENEFITS-INCLUDE JTPA & NON-JTPA	TOTAL COST REQUIRED OF PIC	PIC ADMIN. COSTS	PIC TRAINING AND SUPPORT SERVICES
TOTAL					

DANE COUNTY PRIVATE INDUSTRY COUNCIL, INC.

CONTRACTOR BUDGET PAGE

AGENCY: ______________________________

EFFECTIVE DATE: ______________

ADMINISTRATION

STAFF WAGES		$______	
STAFF FRINGE		$______	
STAFF TRAVEL		$______	
FACILITIES		$______	
EQUIPMENT PURCHASE		$______	
OTHER DIRECT COSTS		$______	
PERFORMANCE PAYMENTS		$______	
INDIRECT COSTS		$______	
TOTAL ADMINISTRATION			$______

TRAINING

STAFF WAGES		$______	
STAFF FRINGE		$______	
STAFF TRAVEL		$______	
FACILITIES		$______	
EQUIPMENT PURCHASE		$______	
OTHER DIRECT COSTS		$______	
PERFORMANCE PAYMENTS		$______	
INDIRECT COSTS		$______	
PARTICIPANT COSTS:			
TUITION/FEES	$______		
WORK EXPERIENCE WAGES	$______		
WORK EXPERIENCE FRINGE	$______		
PAYMENTS IN LIEU OF WAGES	$______		
MATERIALS AND EXPENSES	$______		
OTHER ______________	$______		
SUBTOTAL		$______	
TOTAL TRAINING			$______

PARTICIPANT SUPPORT

STAFF WAGES		$______	
STAFF FRINGE		$______	
STAFF TRAVEL		$______	
FACILITIES		$______	
EQUIPMENT PURCHASE		$______	
OTHER DIRECT COSTS		$______	
PERFORMANCE PAYMENTS		$______	
INDIRECT COSTS		$______	
PARTICIPANT COSTS:			
TUITION/FEE	$______		
WORK EXPERIENCE WAGES	$______		
WORK EXPERIENCE FRINGE	$______		
NEEDS BASED PAYMENTS	$______		
SUPPORTIVE SERVICES	$______		
MATERIALS AND EXPENSES	$______		
OTHER ______________	$______		
SUBTOTAL		$______	
TOTAL PARTICIPANT SUPPORT			$______
		GRAND TOTAL	$______

701

Do not include subcontract costs. List separately on Subcontract Budget Page.

DANE COUNTY PRIVATE INDUSTRY COUNCIL, INC.

CONTRACTOR BACK-UP BUDGET

AGENCY: ____
EFFECTIVE DATE: ________________

Provide description of costs on attached budget page.
Examples: Salary rates, fringe benefits, itemized equipment request, etc.

702

DANE COUNTY PRIVATE INDUSTRY COUNCIL, INC.

SUBCONTRACTOR BUDGET PAGE

AGENCY: ____

EFFECTIVE DATE: ________________

ADMINISTRATION			
STAFF WAGES		$________	
STAFF FRINGE		$________	
STAFF TRAVEL		$________	
FACILITIES		$________	
EQUIPMENT PURCHASE		$________	
OTHER DIRECT COSTS		$________	
PERFORMANCE PAYMENTS		$________	
INDIRECT COSTS		$________	
TOTAL ADMINISTRATION			$________
TRAINING			
STAFF WAGES		$________	
STAFF FRINGE		$________	
STAFF TRAVEL		$________	
FACILITIES		$________	
EQUIPMENT PURCHASE		$________	
OTHER DIRECT COSTS		$________	
PERFORMANCE PAYMENTS		$________	
INDIRECT COSTS		$________	
PARTICIPANT COSTS:			
TUITION/FEES	$________		
WORK EXPERIENCE WAGES	$________		
WORK EXPERIENCE FRINGE	$________		
PAYMENTS IN LIEU OF WAGES	$________		
MATERIALS AND EXPENSES	$________		
OTHER ____________________	$________		
SUBTOTAL		$________	
TOTAL TRAINING			$________
PARTICIPANT SUPPORT			
STAFF WAGES		$________	
STAFF FRINGE		$________	
STAFF TRAVEL		$________	
FACILITIES		$________	
EQUIPMENT PURCHASE		$________	
OTHER DIRECT COSTS		$________	
PERFORMANCE PAYMENTS		$________	
INDIRECT COSTS		$________	
PARTICIPANT COSTS:			
TUITION/FEE	$________		
WORK EXPERIENCE WAGES	$________		
WORK EXPERIENCE FRINGE	$________		
NEEDS BASED PAYMENTS	$________		
SUPPORTIVE SERVICES	$________		
MATERIALS AND EXPENSES	$________		
OTHER ____________________	$________		
SUBTOTAL		$________	
TOTAL PARTICIPANT SUPPORT			$________
		GRAND TOTAL	$________

Do not include subcontract costs. List separately on Subcontract Budget Page.

DANE COUNTY PRIVATE INDUSTRY COUNCIL, INC.

SUBCONTRACTOR BACK-UP BUDGET

AGENCY: ______________________________

EFFECTIVE DATE: ______________

Provide description of costs on attached budget page.
Examples: Salary rates, fringe benefits, itemized equipment request, etc.

SECTION 5: DEFINITIONS OF COST CATEGORIES

a. "ADMINISTRATION"

Administrative costs shall consist of all direct and indirect costs associated with the management of the program, including the administrative costs of subrecipients and contractors. Administrative costs are comprised of goods and services which do not immediately affect participants, and shall be limited to those necessary to effectively operate the program. Included are:

(1) the general management and support functions of an organization, such as salaries and fringe benefits of personnel engaged in executive, fiscal, personnel, legal, audit, procurement, data processing, communications, maintenance, and similar functions as well as related materials, supplies, equipment, office supplies, and staff training costs.

(2) program administrative costs, such as salaries and fringe benefits of personnel in administrative positions such as supervisors, program analysts, labor market analysts, and project directors. Additionally, all cost of clerical personnel, materials, supplies, equipment, space, utilities, and travel which are identifiable with these administrative positions shall be charged to administration. Some examples of administrative costs are: The salary of a clerical assistant to a supervisor; that part of an instructor's salary representing time spent supervising other instructors; desk top supplies used by supervisors; and in general, office administration, rent depreciation or maintenance of non classroom space; staff training, consultant services under contract establishment and maintenance of a private industry council or advisory council, or in publishing a grant application; costs of monitoring and providing technical assistance to subrecipients; and costs of activities to increase job opportunities for eligible individuals.

b. "PARTICIPANT SUPPORT"

(1) Participant support costs are those non-training costs which affect participants, and are:

(a) 50 percent of any work experience expenditure which meets the requirements of paragraph (2);

(b) 100 percent of any work experience expenditure which does not meet the requirements of paragraph (2);

(c) supportive services expenditures defined as services which are necessary to enable an individual eligible for training under this Act, but who cannot afford to pay for such services, to participate in a training program funded under this Act, or to assist them in retraining employment for a period not to exceed 6 months following completion of training. Such supportive services may include transportation, health care, special services and materials for the handicapped, child care, meals, temporary shelter, financial counseling, and other reasonable expenses required for participation in the training program and may be provided in-kind or through cash assistance;

(d) needs based payments; cash assistance given direactly to JTPA participants to help them meet general living expenses and based upon a needs test formula developed by the SDA.

(e) for purposes of paragraphs (a) and (b), work experience expenditures must include all wages and fringe benefits to participants in a work experience program, and may include other work experience expenditures as determined by the grantee.

(2) For purposes of paragraph (1), a work experience program meets the requirements of this paragraph if:

(a) the work experience is of not more than 6 months' duration and is combined with a classroom or other training program;

(b) an individual participant is prohibited from participating in any other work experience program following participation in a program meeting the requirements of this paragraph;

(c) the classroom or other training program component is specified in a pre-employment contract or meets established academic standards; and

(d) wages paid in the work experience program do not exceed the prevailing entry-level wage for the same occupation in the same labor market area.

c. "TRAINING"

Training costs consist of goods and services which directly and immediately affect program participants in either a work environment or training setting. Training costs include the following: salaries, fringe benefits, equipment and supplies of personnel engaged in providing training; books and other teaching aids; equipment and materials used in providing training to participants for use by participnats while in a training program, whether or not the equipment and materials become the property of the participant; classroom space and utility costs; that part of tuition and entrance fees which represent instructional costs which have a direct and immediate impact on participants; and wages and fringe benefits for youth enrolled in summer employment other than work experience in Title IIB.

Training costs also include costs associated with: on-the-job training; employer outreach necessary to obtain job listings or job training opportunities; job related counseling for participants; participant outreach, employability assessment and job development; the development of customized training programs; fifty percent of any work experience expenditures which meet the requirements of paragraph B 2 and costs for 250 hours of tryout youth employment.

Costs which meet the criteria for "Commercial Training Packages" at III, Section 8, Paragraph D, or "Performance Based Contracts" at III, Section 13, Paragraph C, may be charged entirely to training.

The compensation of individuals who both instruct and supervise other instructors must be prorated among the training and administration cost categories on the basis of time records or other equitable means. Similarly, the costs of supplies used in the course of both participant instruction and other activities should be prorated among the benefiting uses.

d. "SPECIFIC COSTS"

AGENCY COSTS	ADMINISTRATIVE	TRAINING	PARTICIPANT SUPPORT
Salaries and Fringe Benefits			
Staff:			
Executive Staff	X		
Fiscal sfaff	X		
Personnel Staff	X		
Legal Staff	X		
Audit Staff	X		
Data Processing Staff	X		
Maintenance Staff	X		
Supervisors	X		
Clerical Asst. to Supervisor	X		
Program Analysts	X		
Labor Market Analysts	X		
Training Personnel		X	
Clerical Asst. to Training Personnel		X	
Job Developer		X	
Job Related Counselor for Partic		X	
Financial Counselor for Partic			X
Participant:			
50% of Expenditures for Limited Work Experience Program		X	X
100% of Expenditures for Non-Limited Work Experience Program			X
250 hours of Tryout Youth Employment		X	
Wages & Fringe Benefits for Summer Employment in Title IIB		X	
Travel	X	X	X
Telephone	X	X	X
Postage	X	X	X
Advertising	X	X	X
Rent - Office Space	X	X	X
Rent - Classroom Space		X	
Utilities	X	X	X
Materials, Supplies	X	X	X
Books	X	X	X
Teaching Aids		X	
Equipment	X	X	X
Tuition:			
Tuition for Participants - portion representing instructional costs		X	
Entrance Fees for Participants - portion representing instructional costs		X	
Tuition & Entrance fees for Participants - portion representing participant support costs			X
Tuition & Entrance Fees for Participants-portion representing administration costs	X		
Staff Training	X		

Contracted Counsultant Services Not Involving Direct Training or Support to Participants	X		
Cost incurred in the establishment and maintenance of a PIC	X		
Costs of Publishing a Grant Application	X		
Costs of Monitoring and Providing TA or Subrecipients	X		
OJT Costs		X	
Participant Outreach		X	
Employability Assessment		X	
Needs Based Projects Expenditures			X
Supportive Services:			
Transportation			X
Health Care			X
Special Services & Materials for the Handicapped			X
Child Care			X
Meals			X
Temporary Shelter			X
Financial Counseling			X
Family Planning and Counseling			X
Employment Generating Activities:			
Activities to Increase Job Opportunities for eligible individuals (such as Business Development Assistance and Job Restructuring)	X		
Marketing of Business Development Assistance	X		
Collection & Analysis of LMI (including Employer Surveys)	X		
Employer Outreach to Obtain Job Listings & Training Opportunities		X	
Development of Customized Training		X	
Job Development		X	
Purchases of Materials and Equipment necessary for participants to enter training program		X	
Purchases of Materials and Equipment necessary for participants to accept a job			X

(Must be completed for each subcontractor included in request)

SUBCONTRACT

SERVICE AGREEMENT

COMPANY/AGENCY ____________________

ADDRESS ____________________

PROGRAM TITLE ____________________

CONTACT PERSON ____________________ PHONE ____________________

SERVICE AGREEMENT APPROVED

COMPANY/AGENCY ____________________ DATE ____________________

SPONSOR ____________________ DATE ____________________

EXECUTIVE DIRECTOR ____________________ DATE ____________________

DANE COUNTY PRIVATE INDUSTRY COUNCIL

1986 TITLE II-A - SERVICE AGREEMENT DESCRIPTION

COMPANY/AGENCY____

General description of program including description of types of job sites that will be utilized (public, private, or combination).

Specify criteria for positive completion.